

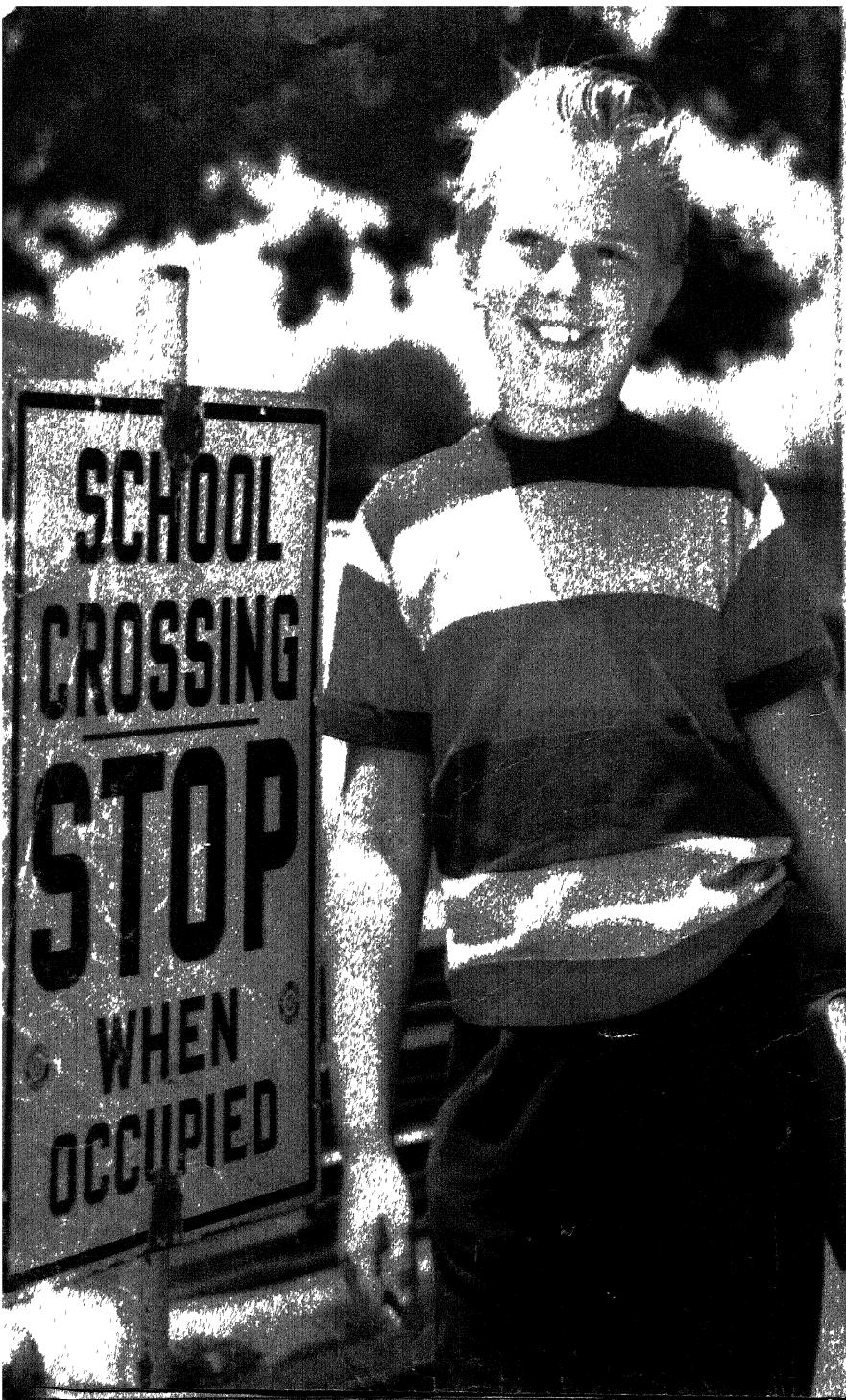






# *Health Secrets*

SECOND REVISED EDITION



YOUR HEALTH AND GROWTH SERIES

CP

# Health Secrets

SECOND REVISED EDITION

**W. W. CHARTERS, Ph.D.**

*Late Director, The Research Service, Stephens College, Columbia, Missouri*

**DEAN F. SMILEY, M.D.**

*Secretary, Council on Medical Education, American Medical Association*

**RUTH M. STRANG, Ph.D.**

*Professor of Education, Teachers College, Columbia University*

THE MACMILLAN COMPANY • NEW YORK

COPYRIGHT, 1941, 1947, 1955, BY THE MACMILLAN COMPANY

All rights reserved—no part of this book may be reproduced in any form without permission in writing from the publisher, except by a reviewer who wishes to quote brief passages in connection with a review written for inclusion in magazine or newspaper.

PRINTED IN THE UNITED STATES OF AMERICA

## ACKNOWLEDGMENTS

All color photographs were supplied by Shostal and taken by the following photographers: Julius Fanta, Dave Forbert, Carl Mansfield, Ken Patton, L. Willinger. For other specific photographs acknowledgment is due the following: Atlas Photos, page 123, Black Star, pages 30, 159; Board of Education, City of New York, page 93; Borden Company, page 21; Boy Scouts of America, page 37; Cereal Institute, Inc., pages 17, 20, Con Edison, facing page 87, Encyclopaedia Britannica Films, page 109; Free Lance Photographers, page 29; Ewing Galloway, pages 8, 25, 28, 30, 117, 152, 185, 207, and facing page 118, General Foods (a Frances Barton Photo), page 19; International Nickel Company, page 162; Luoma from Monkmeyer, page 51; J. W. McManigal from Gendreau, page 142, Metropolitan Life Insurance Company, facing page 54; National Safety Council, pages 49, 192; R. I. Nesmith & Associates, page 23; Paul Parker Photo from National Girl Scout News Bureau, page 87; Mr. Pix Studio, page 62; Pix, page 99, H. Armstrong Roberts, pages 41, 59, 63, 68, 69, 76, 120, 121, 122, 151, 165, 186, and facing pages 182, 215, George Miles Ryan Studios, page 22, facing page 151; Scholastic Corporation, page 79; School Executive, pages 43, 72, 95; Sealtest Consumer Service, facing page 23, Shigeta-Wright Studio, from National Dairy Council, page 102; Squibb Division of Mathieson Chemical Corporation, pages 155, 252; Standard Oil Company of New Jersey, page 55; and Welch Allyn Company, page 80.

## *Foreword to the Teacher*

Children of this age are in an "in-between stage", they are still dependent on adults, especially their mothers, for guidance and approval, but they also want to be "on their own." So in this book the important health habits are presented as something for which they can take responsibility, and are described in simple steps that they can easily follow. Simple reasons for these health habits are also given. Better still, as in the story of Pat and Mike, children are given some facts from which they can draw their own conclusions. Keeping clean, choosing clothes that fit the weather, caring for the teeth, eating the "basic seven" foods, and other important health habits are presented in positive, appealing ways.

These children are beginning to form their own spontaneous clubs as well as to join organized groups. In the descriptions of different kinds of groups—the "Help Each Other Club," for example—they gain an understanding of themselves in relation to small social groups.

Many children of this age say they want to learn about foods. So this book gives them information on what to eat, when to eat, how to eat, and how to help get the necessary food if their family does not have much money to spend.

They are old enough now to understand about money and ways in which it can be spent to best advantage. They are often sent to the store. So the book gives suggestions on marketing. With spending money of their own, they have the chance to choose fruit, candy, or soda pop after school and at recess. This is another teaching opportunity.

Eight- and nine-year-olds are beginning to be interested in boys and girls who are different from themselves. They will read in this book about children who live in different

places in the country as well as in the city, in poor as well as in middle-class homes.

The number of accidents increases at this age. Many of these children come to school alone, walking to school on busy city streets or on country roads, or riding in autos or buses. The suggestions for safety in story form and in "Things to Do" are close to children's lives. Emotional factors in accidents are also recognized, as in the story, "That Don't Care Feeling."

Friends are important to them. So school situations in which they have a chance to make friends and be friendly are described in detail. For example, the story "A Friendly School" helps children to understand how a new pupil feels and what the other children can do to make their school a happy, friendly place.

Around this age some children have a tendency to become bossy. They may not even be aware of it. The story "Captain Bossy Goes Away" calls it to their attention and suggests how to handle it.

Growing has a fascination for children of this age. They like to be weighed and measured and to keep a simple height and weight chart. A discussion of these charts should help children to understand individual differences in growth, but should not create anxiety about not gaining every month.

Poor posture frequently appears during this period. It may arise from poor nutrition, lack of exercise, fatigue, feelings of inferiority. All these reasons are considered in "The 'Television' Show," a story about posture.

With increasing interest in reading, the care of the eyes needs attention. Children can apply the rules of eye hygiene immediately.

School work is becoming more difficult now, and poor reading ability begins to show up. Without guidance, a child may develop poor mental hygiene habits and poor attitudes toward himself. "Peter Finds the Best Way Out" and the stories that follow may show many children how to handle

failure and frustration in ways that are constructive and satisfying

Colds are the most common cause of absence and often lead to more serious illness. The unit on how to keep well has a social as well as a personal emphasis. Instead of being afraid of germs, children are taught ways of protecting themselves and others from infection. And it is well known that understanding casts out fear and anxiety.

The interest in dramatization is beginning to be very strong during this age. So this book takes advantage of this interest. It includes simple plays and stories that the children can dramatize and also suggests spontaneous dramatizations along similar lines. The discussions following the dramatizations clarify children's ideas about healthful living and give teachers insight into individual needs.

The situation approach is used throughout the book. The home, school, and play situations described are similar to the children's real-life situations. This makes the transfer from reading to action easy and simple. For example, each child may identify with one of the children who did not eat a good breakfast, and learn the best thing to do under the circumstances.

Another important feature of this book is its provision for individual differences. The poor readers, with a little help on the new words, will enjoy the stories and discussions related to their own experiences, they will take part in class discussions of practical health problems; they will find many of the "Things to Do" practical and worth while. The good readers will be challenged by the new words and new information, and will want to read more widely.

*Your Health and Growth Series* is based upon the needs and interests of children. In its preparation basic curriculum studies were carried on; for example: (1) analysis of accidents and illness most prevalent among children of school age; (2) analysis of the vocabulary and content of health columns in magazines, newspapers, and health bulletins; (3)

a special study of health words difficult for children in different grades, (4) examination of courses of study representing the best thinking and practice of many school systems.

The main goal of this series is healthful living for each child. When the pupil sees a good reason for reading a unit, that is the best time to introduce it.

In the present revision improvements have been made along these lines: (1) The books have been made still more readable. Vocabulary and sentence structure have been simplified so that all the pupils in a grade can read most of the text, though some difficult pages are included to challenge the brightest pupils. (2) Dramatization has been extensively used for the pleasure it gives and for the stimulus to discussion. (3) The problem-solving approach has been emphasized and much instruction and practice in solving practical health problems are given throughout the series. (4) Local school and community health problems have been stressed, even more than in the previous editions, as the starting point and the end point of each unit of study. (5) Still more attention has been given to the social and mental health aspects of successful healthful living and on the pupil taking more responsibility and initiative for his own health and the health of others.

The authors are indebted to many sources for the materials which they examined in their search for scientific and practical information. Particularly they acknowledge the use of data from the writings of the National Safety Council, the American Red Cross, and the study of accidents of school children made by Miss Jeanie M. Pinckney, Chief of the Bureau of Nutrition and Health Education, Division of Extension, University of Texas. Special acknowledgment is made to Mrs. Helen Searcy Puls for her valuable assistance with the third- to the eighth-grade books, inclusive, and to Bryson Richard Kalt for his assistance in preparing the manuscript.

# Contents

<b>Unit I</b>	<b>Rise and Shine</b>	1
	Grandpa Clock and the Morning Splash	2
	How Tom and Mary Keep Clean	3
	Clothes to Fit the Weather	6
	The Thermometer Tells Us What to Wear	7
	A Birthday Surprise	10
	The Help Each Other Club: A Play	11
<b>Unit II</b>	<b>Breakfast Time</b>	17
	Ann and Breakfast	18
	The "Big Three" for Breakfast	20
	The Story of Milk	21
	Pat and Mike	26
	The Story of Cereals and Bread	28
	What Is a Good Breakfast?	31
	Children Who Did Not Eat a Good Breakfast	32
	Jane and Brushing	36
<b>Unit III</b>	<b>On the Way to School</b>	43
	Jerry and Judy Walk to School	44
	Safety Patrols	47
	Dick and Nancy Walk Along a Country Road	48
	Sue and John Come on a Bus	50
	That Don't Care Feeling	53
<b>Unit IV</b>	<b>School Days</b>	59
	A Friendly School	60

A Vegetable Party	63
Growing Bigger	65
Growing Straight	73
The "Television" Show	74
Listen!	78
Be Wise with Your Eyes	80
<b>Unit V Ways to Be Happy</b>	<b>87</b>
Captain Bossy Goes Away	88
Peter Finds the Best Way Out	91
Tommy Had a Temper	94
Dorothy Wants Too Much Help	96
<b>Unit VI Ways to Keep Yourself and Others Well</b>	<b>99</b>
Dick's Cold	100
Jean Keeps Her Cold to Herself	104
About Germs	109
"Time Out" for Don	112
"Time Out" for Shirley	112
"Time Out" for Paul	113
Ways You Can Keep Sickness Away	114
Doctor's Ways	114
<b>Unit VII Safe Water Every Day</b>	<b>119</b>
Plants Need Water	120
Animals Need Water	122
We Need Water	123
The Surprise	124
Water Through the Day	126
<b>Unit VIII Food for the Day</b>	<b>129</b>
Lunch Time in Mary's School	130
Lunch Time in Bobby's School	130

Bill's Dinner at Home	131
Buying Food for the Day	132
Building Meals	134
Patty's Lunch and Dinner	135
Bobby's Dinner and Supper	136
Jim's Lunch and Dinner	137
A Dinner of Air	139
<b>Unit IX Ways to Have Good Teeth</b>	<b>143</b>
A Loose Tooth	144
"Little Foxes"	147
A "Tooth Day"	148
<b>Unit X After School: Play, Work, Rest</b>	<b>159</b>
Fruit Is Best	160
Donald Becomes a Good Sport	164
Riding a Bicycle Safely	166
<b>Unit XI Our Saturdays</b>	<b>175</b>
"Come Out and Play"	177
Tom Plays Tag	179
A Picnic	180
A Camping Trip	182
Way Up the Mountain	187
A Place to Play	188
A Safety Saturday	191
Patty's New Shoes	198
Pretty Hair for Polly	200
<b>Unit XII It's Evening</b>	<b>207</b>
Mealtime, A Happy Time	208
Grownups for a Day	211
Do's and Don't's	223



*UNIT I*

## Rise and Shine

Early to bed, early to rise,  
Makes a child healthy, happy, and wise.  
You can start your day in the right way.  
Read the stories in this book to find out  
the best way to start the day.



## **Grandpa Clock and the Morning Splash**

In winter it is hard to get up in the morning.  
One cold morning Jerry did not want to get up.  
He did not even want to take his morning splash.

The clock started to strike seven.

One—Jerry threw off his blankets.

Two—He jumped out of bed.

Three—He walked to the window.

Four—He shut the window.

Five—He ran to the bathroom.



Six—He reached for his wash cloth.

Seven—He turned on the warm water in the tub.

“Thanks, Grandpa Clock,” Jerry said. “Seven o’clock and I’m up!”

He washed his hands and face first. Then into the tub he went. He washed under his arms with warm water and soap. Then he washed all over.

After that he quickly splashed clean, cool water all over himself.

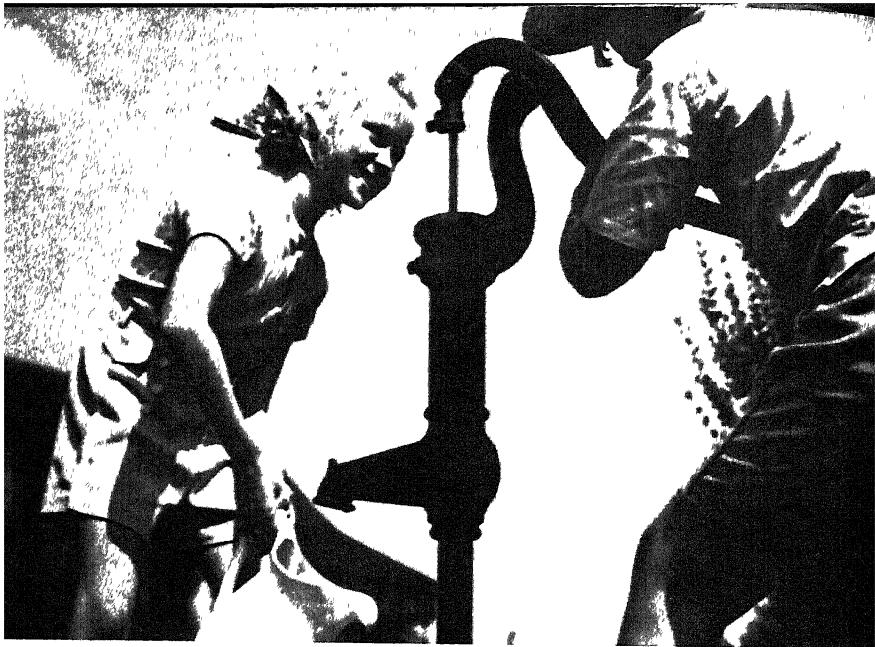
Last of all he rubbed himself dry and warm with a big bath towel.

“Isn’t it funny,” Jerry said. “A cool splash can make you feel so good and warm.”

It is easy for Jerry to keep clean. He lives in a house with running water. To take a bath he just turns on the hot or the cold water.

### **How Tom and Mary Keep Clean**

It is not so easy for Jerry’s cousins in the country to keep clean. They do not have lots of warm water for washing. They get their water from a pump and heat it on the kitchen stove. Many years ago everyone had to do this.



Mary lives far out in the country, on a farm. The house is old. It does not have running water. Mary has to get water from a pump out of doors. She fills her pitcher with water and carries it to her room. This often seems like hard work, but Mary wants to be clean.

When Mary wants to take a bath, she pours water into a wash bowl. First, she washes her hands with soap and water. Then, she pours the dirty water into a pail. Next, she washes her face, first with soap and water, then with clean, cold water. After that, she carefully washes the rest of her body.

On warm, sunny days Mary washes her face  
and hands out of doors. It is like being at camp.

Good for Mary! She keeps clean every day.

Tom lives on a farm, too. He has a pump in  
the kitchen. The pump brings water from a well.

When Tom wants to take a bath, this is what  
he does: (1) He goes to the kitchen; (2) he pours  
cold water into a wash tub; (3) he gets hot water  
from the stove; (4) he takes a good all-over bath.

Tom keeps clean without running water.



## Clothes to Fit the Weather

“Sunny and warm today; temperature 80,” said the radio voice.

Jerry looked and looked for some summer clothes.

At last he found them. He put them on and went to breakfast. His sister, Judy, was at the table first. She had on summer clothes, too.

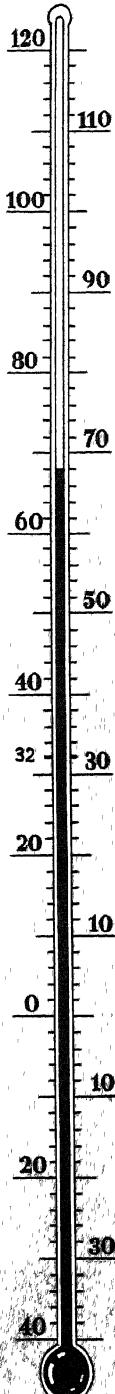
“How did you know what to wear?” Jerry asked. “Did you hear the radio say, ‘sunny and warm today?’”

“No,” said Judy laughing. “I looked out the window. The sky said ‘sunny.’ So I put on my summer clothes.”

“I looked and looked for my clothes,” said Jerry.

“I’ll tell you how I find mine quickly,” said Judy. “I hang my clothes on a long pole. At one end are clothes for hot days. At the other end are clothes for cold days. Near the middle are clothes for cool days. And right in the middle are clothes for rainy days.”

“Good for you, Judy!” cried Jerry. “I’m going to hang my clothes that way, too—if I don’t forget.”



### The Thermometer Tells Us What to Wear

A thermometer helps us to choose clothes to fit the weather. It tells us how warm the air outdoors is. Then we know what kind of clothes to wear.

When the air gets warmer, the red or silver line in the thermometer goes up. When the air gets colder, the line goes down. Check your thermometer each day.

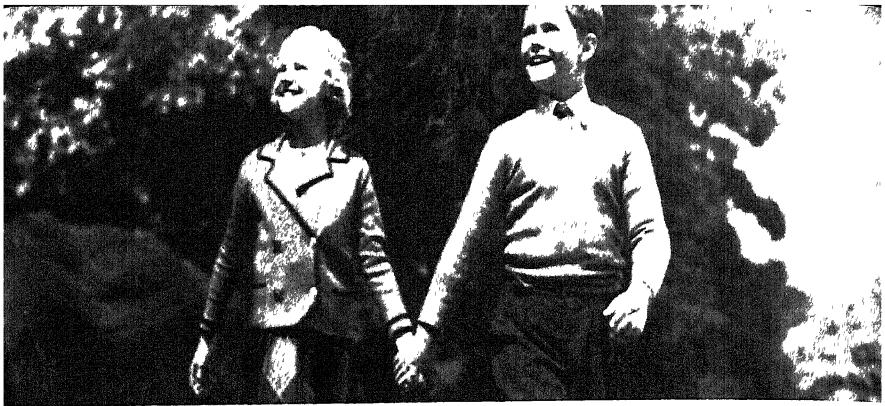
Look at the thermometer on this page. The heavy black line is at 68. This is the way the thermometer in your rooms at school and at home should look.

What kind of day is it when the thermometer outdoors says 80? A warm day? A cool day? A cold day?

What kind of day is it when the thermometer outdoors says 50? A warm day? A cool day? A cold day?

What kind of day is it when the thermometer outdoors says 30? A warm day? A cool day? A cold day?

What kind of clothes will you wear on each of these days?



On cool days Judy wears a light coat or sweater over her dress. Jerry puts on a sweater.

On cold days children wear their warm winter coats, or snow suits to keep their knees and legs warm out of doors.





On rainy days Judy and Jerry wear rainy-day clothes out of doors.

When they come inside, they take off their rainy-day clothes right away.

Sometimes their shoes or other clothes get wet on the way home. Then they change to dry clothing as soon as they get home.

Sometimes they get wet on the way to school. Then they stand by the heater or radiator or keep moving until they get dry. They never sit down in wet clothes.

## A Birthday Surprise

"Happy birthday, Judy," Jerry shouted, as Judy came to the table for breakfast.

At her place was a pile of presents. Judy opened the presents quickly. There was a pair of skates from Father; a bright blue playsuit from Mother; and a big red ball from Jerry.

There was one box she had not opened. What could it be?

"Everyone has given me something," she said.  
"I wonder who gave me this."

"Maybe it is from our cat, Mittens," said Jerry.

Judy laughed and opened the box. "I guess this is from Mother, not Mittens," she said as she lifted the wrappings.

In the box were two towels, two washcloths, and a toothbrush. They were all blue.

"Now I'll always know which towel and washcloth and toothbrush are mine," she said. "Mine are blue. Father's are green. Mother's are pink, and Jerry's are yellow. Each of us has his own color, and we will remember to always use our own."

“Is breakfast ready, Mother?” Jerry asked.

“Not quite ready,” said Mother. “Ten minutes more.”

“Then let’s read our play, Judy,” said Jerry. “You know, today we give the play in school.”

“Fine!” said Father. “This is the first time I’ve ever seen a play before breakfast.”

### The Help Each Other Club: A Play

(*Scene I. Jack and Jane are sitting at a table in their playhouse. A red cloth is hung on the wall behind them.*)

(*On the open door of the playhouse there is a sign. The sign says: Help Each Other Club.*)

JANE: I hear somebody coming.

JACK: It’s Sally. Her face is always dirty.

JANE: She would be pretty if her face and hands were clean.

SALLY: (*comes in*) What kind of a club is this?

JACK: It’s the “Help Each Other Club.” You help us and we help you. How can we help you?

SALLY. I wish I had friends. Nobody likes me.

JANE: Do you like yourself?

SALLY: What a funny question! I—I don’t know.

JACK: Look behind the red cloth on the wall. What do you see?

SALLY: Why, it's a looking glass! I see myself—Sally.

JANE: How does Sally look?

SALLY: She looks as if she doesn't care how she looks. I'm going right home and clean up.

JACK: Come back soon and help us. We need you.

SALLY: Do you? Then I'll hurry right back. You'll be surprised when you see how I look.

(*Scene II. Jane, Jack, and Sally are sitting at the table in playhouse. Sally looks clean and pretty and happy.*)

SALLY: Somebody is coming!

(*Dan looks in the door. He points to the sign.*)

DAN: "Help Each Other Club"—that sounds silly!

JACK: Maybe you don't need any help.

DAN: Maybe I do need help. They call me lazy at home.

SALLY: Do you help at home?

DAN: What could I do?

JACK: Did you ever make anything?

DAN: Well, last summer I made a shoe-shine box. It has everything you need for shining shoes.



SALLY: Why, Dan, you could shine all the shoes for your family. If you did that, nobody would call you lazy.

DAN: That's right! I'm going to do it.

SALLY: See, we *do* help each other.

DAN: It's not such a silly club after all.

When the play was over, Father clapped loud and long. "That was a fine play," he said. "And now come to breakfast, everybody. A good breakfast helps to make a good day."

## *Find Out for Yourself*

1. Find out how a shoe-shining box is made. What goes into it? Ask someone to help you make a shoe-shining box.
2. Some time, when you have a dirty face look at yourself in the mirror. Then wash your face well and look again. Which of the two would you like to have for *your* friend?
3. Ted used to bite his nails. Now he does not bite his nails any more. Do you know why?

Ted keeps his hands busy doing things that are fun. He writes letters, or draws pictures, or builds boats, or holds up his book to read.

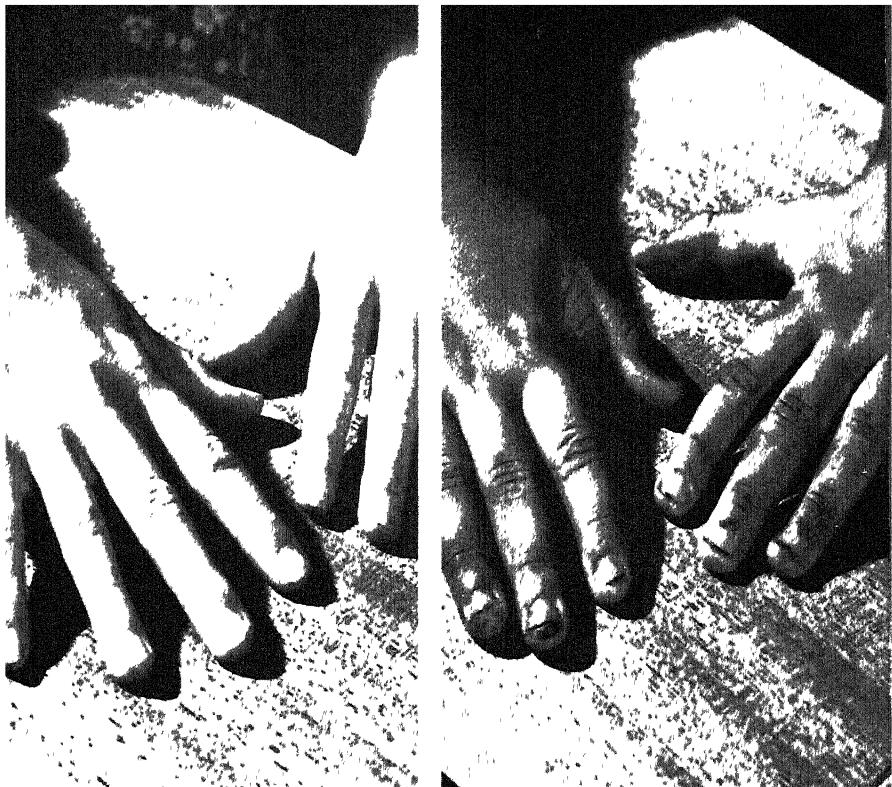
Read the thermometer in your rooms at school and at home. What does it say? If it is about 68, your rooms are just right.

How can you make it easy for everyone to know and use his own towels and washcloths?

## *Why — Because*

Why should we take a bath every day if we can?  
Because—We look nicer.

- People like us better when we are clean.
- A bath washes off dirt.
- It feels good to be clean.
- It helps us to keep clean.



Which hands in the picture would you like to hide?  
Which hands in this picture would you like to have?  
Why?

Look at your hands. If they are dirty, wash them. If the nails are long, make them short, and rounded like the ends of your fingers. Long nails are hard to keep clean. "That's why I keep my nails short," Jim said. If the nails are dirty, give them a good scrubbing. Now look at your hands again. Which hands would you like your friends to have? What will you do to keep your nails looking like those above at the left?

### ***For You to Do***

Find the picture of the thermometer on page 7. Show it to your mother and father. Read page 7 to them. Then read the thermometer in your home. What does it say? Is the room too hot, too cool, or just right?

Show someone—A good way to wash his hands.

A good way to clean his nails.

A good way to know which towels are his.

Give a little play, "The Morning Circus." Act out all the things you should do when you get up in the morning.

Always leave the bathtub clean for the next person to use.

Always be sure to wash your hands before eating.

If your father and mother came from another country, ask them to tell you how people kept clean there.

## **UNIT II**

### **Breakfast Time**

In some ways every day is like a race. Everyone wants to get off to a good start.

You have just learned how to begin the day. The next step is to eat a good breakfast.

Mary Lou, Judy, and Jerry did get off to a good start. They all ate a good breakfast.

Mary Lou took a few minutes to play with her brother. Jerry went on an errand for his mother. Judy took the dog for a walk.



## Ann and Breakfast

“Do I *have* to eat breakfast, Mother?” asked Ann.

“Of course,” her mother said. “You want to be strong enough to go to school. And you want to go to school so that you will learn as the other children do.”

“Maybe I’d rather stay home and *not* learn anything,” said Ann, as she went to the table.

There sat her old rag doll.

“What’s this old rag doll doing here at the table?” asked Ann. “She doesn’t eat.”

“No, she doesn’t eat, and she doesn’t go to school,” said Ann’s mother, laughing. “She just stays at home and gets worse and worse all the time.”

“Oh, Mother,” said Ann, laughing. “I guess you put her there! You know I don’t want to be like an old rag doll. There are a hundred things I want to do. I want to learn to swim. I want to go to many, many places. I want to buy my own clothes.”

“Then you will have to be well and strong,” said her mother. “And that means—”

"A good breakfast!" said Ann.

After breakfast Ann put her old rag doll away.

"Goodbye, old Softie," she said. "You and I are  
*not* alike."



## The “Big Three” for Breakfast

Milk, foods made from cereals, and fruit are the “Big Three” for breakfast.

These foods help children grow. They help children to keep well and strong.

Milk is needed to build good bones and teeth.

Bread and cereals help to keep us warm and give us energy to work and play.

No one food gives children everything they need to grow and keep well.

Almost every food helps our bodies in three or more ways. If we cannot eat one food, we can eat another. We can eat bananas and milk sometimes instead of cereal and milk.





### The Story of Milk

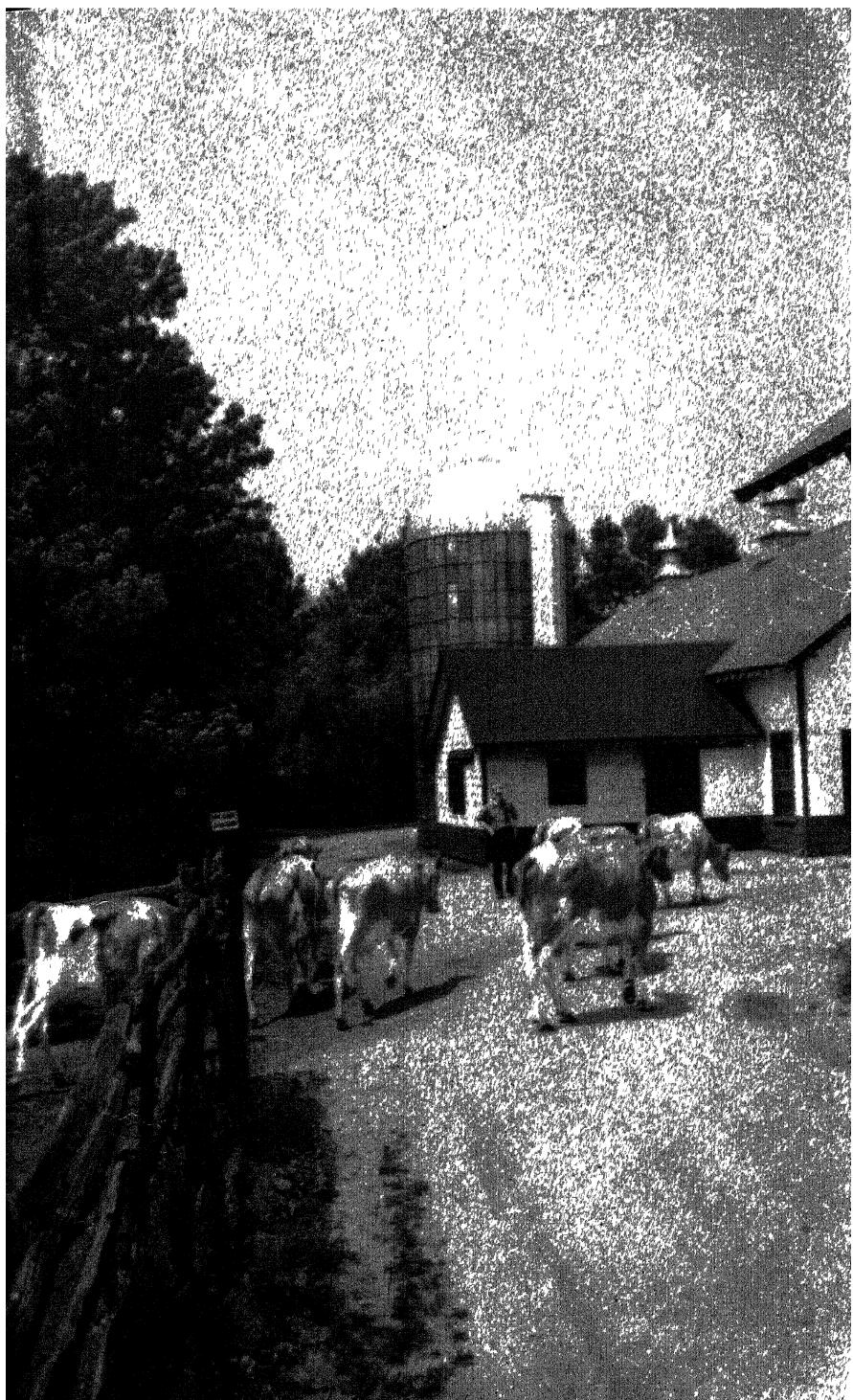
If you live in the city, many people work to give you good, safe milk.

Farmers feed and milk the cows. To keep the milk clean they wash their hands before they milk the cows. They wear clean clothes. They keep the barn clean. They pour the milk into pails. They cool the milk and keep it cool.

Workers bring the milk to the city on a train called the milk train. The milk may come from cows on farms many miles away.

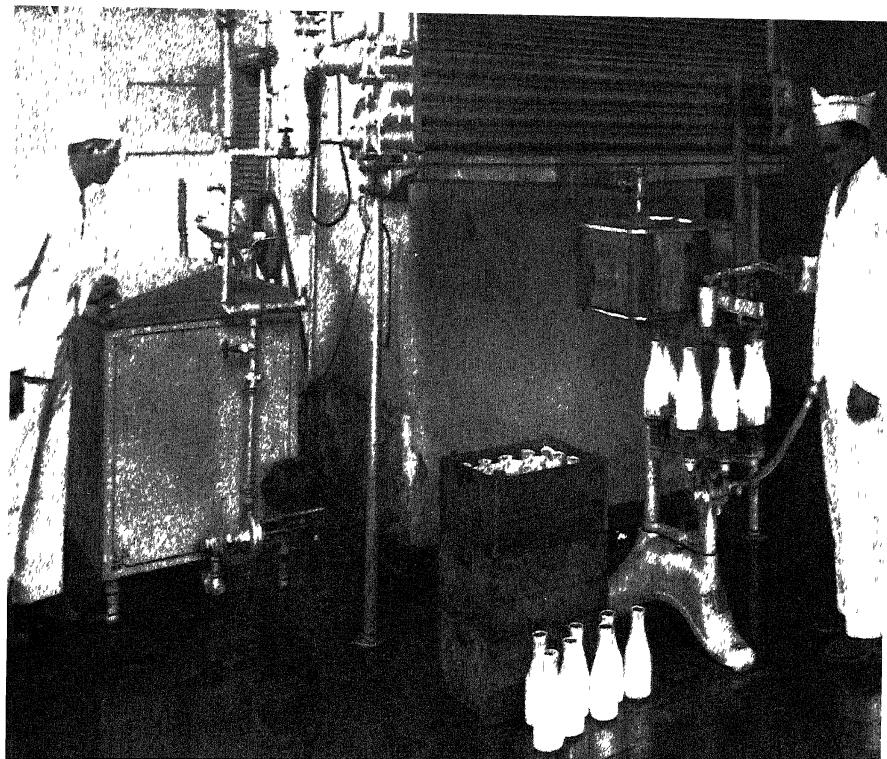


Scrambled eggs, bread, and milk make a wholesome meal.





Milk and crackers make a good mid-morning lunch.



The milkman works long hours. He gets the milk ready to be delivered for people to use.

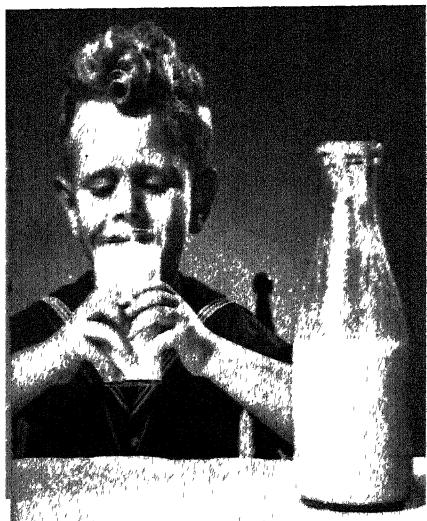
The best milk comes from healthy cows. They are out in the sunshine part of the time. They eat grass and other green plants.

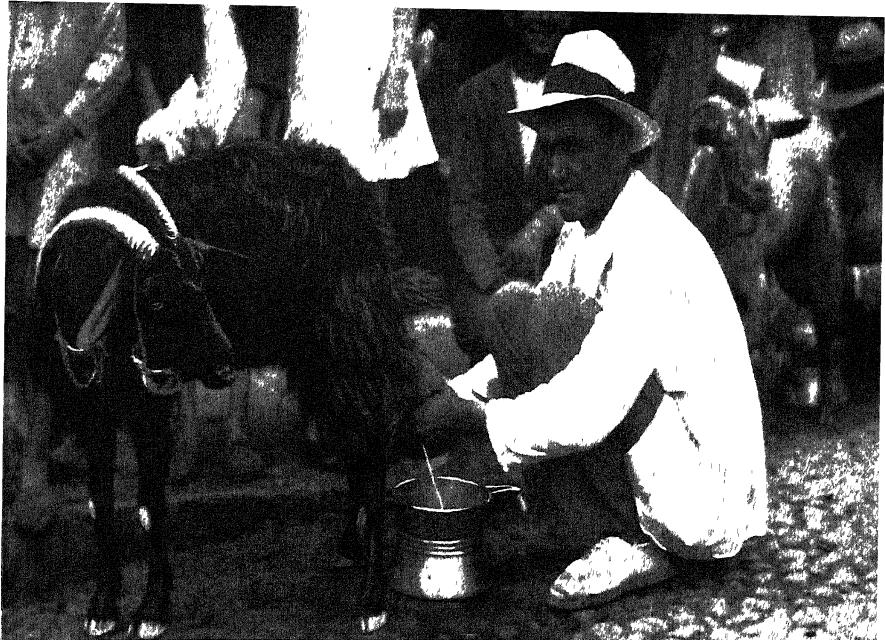
In the city the milk is heated just enough to make it safe to drink. Heating it kills germs. Then it is poured into clean bottles. It is covered with clean caps. It is cooled.

The milk is kept cold. It is cold when the milkman delivers it.

You should put the bottle of milk into the refrigerator as soon as you get it. You should always keep milk in a cold place.

A family should buy a quart of milk a day for every child and a pint of milk for every older person.





Long, long ago people thought of getting wild cows and goats to give them milk.

Now, in many parts of the world, the cow is the great milk giver.

In parts of our country, some families have bought goats for the milk they give. Babies often grow better on goat's milk than they do on cow's milk.

In some other countries people use goat's milk instead of cow's milk. The milkman leads his goats from house to house. He milks one of them for each person who wants to buy milk, as shown in the picture above.

## Pat and Mike

One day Miss Hill brought in two white rats.

"Now we can do an experiment and find out if milk really helps us to have good health," Jerry said.

Pat and Mike, the two white rats, were the same age and the same weight. They looked just alike. You could not tell one from the other.

The children put Mike in one cage and Pat in another cage. On each cage was a card with the rat's name and a place to write the rat's weight each week.

The children wanted to find out whether Pat and Mike would grow better on milk and whole-wheat bread or on coffee and cake. So they fed Mike milk and whole-wheat bread. They fed Pat coffee and cake.

At the end of the first week Mike weighed a little more than Pat.

At the end of the second week, Mike weighed still more than Pat.

"Let's give Pat a little milk," said Jim. "Then we shall see if a little milk makes a difference in his size and weight."

At first they added only a little milk a day to Pat's coffee and cake. Then Pat grew a little. But he did not grow as much as Mike.

Then the children gave Pat half milk and half coffee. And Pat grew a little more. But he still did not grow as much as Mike.

Then they gave Pat whole-wheat bread and milk, the same as Mike. After both rats had whole-wheat bread and milk to eat for a few days, they weighed just the same.

"Milk did make a difference!" said Jim.

"Mike and Pat grew well on whole-wheat bread and milk," said Jerry.

"Children do, too," said Miss Hill.



## The Story of Cereals and Bread

One day Miss Hill's class was talking about foods made from cereal grains.

"How many children eat seeds?" Miss Hill asked.

The children laughed.

"Only animals eat seeds," said Nancy.

"My bird eats seeds," Jane said.

"I feed corn to my chickens," Bobby said.

"My father talks about corn-fed pigs," said Ted.

"Our horse eats oats," said David.





"Oatmeal is made from the oat seeds," Miss Hill said. "Corn meal is made from seeds of corn. Wheat bread is made from the wheat seeds. Rice comes from rice seeds. How many of you eat seeds?"

"Why, we all eat seeds," the children said.

"All these seeds have yellow or brown coats," Miss Hill told them. "You can make white rice from brown rice." She had some brown rice in her hand.

Jane pulled off the brown coat of a rice seed. There, in her hand, was a grain of white rice.

"Look!" she said. "White rice is only brown rice with its coat off."



A rice field

Ripe wheat



## What Is a Good Breakfast?

A good breakfast has cereal or bread or both.

A good breakfast has milk.

A good breakfast has fruit, too.

A good breakfast may also have an egg.

A good breakfast for children does not have coffee.

Some good breakfasts are:

### I

Tomato juice

Hot whole-wheat cereal with milk

Whole-wheat or enriched bread and butter or margarine

Glass of milk

### II

Orange

Ready-to-eat cereal with milk

Hard rolls

Glass of milk

### III

Apple

Cereal with milk

Egg on toast

Cocoa

## **Children Who Did Not Eat a Good Breakfast**

Read about these children. Then tell what you think each of them should do. Your answers may be better than ours.

### **JERRY**

Jerry did not eat a good breakfast because he did not get up in time. That made him late for breakfast. And he was afraid he would be late for school.

Jerry knew why he did not eat a good breakfast: he did not get up in time. He did not get up in time because he did not go to bed on time. He stayed up late to watch television. He will have to watch an earlier television show. Then he can be in bed by half past eight.

If he goes to bed at half past eight he will be ready to get up at seven o'clock. That will give him plenty of time to get ready for breakfast. He will have time to eat the good breakfast his mother has made for him.

Jerry is growing up. He wants to be more and more on his own. By planning his day better, he will get off to a good start. That is what we all should do.

## BETSY

Betsy did not eat a good breakfast because she was fussy about food. She would say, "I don't like cereal." "I don't want any milk." "I don't feel like eating an egg today."

Betsy can do these things:

1. She can take her dog out for a walk before breakfast. The fresh air and exercise will make them both hungry.
2. She can eat a little of each good food, even though she doesn't like it at first.
3. She can add a little cocoa or fruit juice to her milk so that she will like the taste of it. She can add some dates or other dried fruit to her cereal to make it taste better.
4. She can say to herself, "Mother worked so hard to make this good breakfast. I'll just have to eat it."

Betsy may be surprised to find she likes it.



## CHARLES

Charles did not eat a good breakfast because his mother was away from home. He had to make his own breakfast. And he was not a good cook.

But Charles learned to cook hot cereal for breakfast. This is the way to do it:

First, wash your hands and put on a clean apron.

Put one cup of water in a pan on the stove to boil.

When the water boils, add a little salt.

To the water, add slowly one-fourth of a cup of cereal, stirring it all the time.

All cereals are cooked in about the same way. But for each kind find out how much cereal to use to a cup of water and how long to cook it. Some cereals take only three minutes to cook. Other cereals take much longer to cook.

Charles can also sometimes have a good breakfast of ready-to-eat cereal with milk and some fruit.

At the same time, Charles can get breakfast for his little brother, Teddy. All he needs to do is cook twice as much cereal. Then Teddy will have a good breakfast, too.

## SUE

Sue did not eat a good breakfast because her family did not have enough money to buy the right food.

Sue lived in the country. Her father was good and kind, but he did not make much money. Even so, Sue could have a good breakfast. Her mother could buy a large bag of whole-wheat grains. She could cook these a long time on the back of the stove. This is one of the best hot cereals.

Maybe her big brother, Sam, could buy a goat. Goats give clean, fresh milk. A good goat can give three quarts of milk a day. Sam could sell some of the milk to buy food for the goat.

It is easy to keep a goat. Sam could build the goat a little house for cold weather. Goats must be kept dry and out of cold winds.

The goat should have salt and plenty of clean, fresh water every day. In winter the water should be warm.

She should eat one quart of grain in the morning and one quart at night, and she should have plenty of hay and green grass. Goats will eat carrots and other kinds of food, too.

Sue's father could plant fruit trees and berries.

Sue could pick wild berries. She could help her mother can them for winter.

Yes, Sue *could* have a good breakfast for very little money.

### JOHN

John did not have a good breakfast because his father spent so much money for alcoholic drinks. That made the family poor.

John lived in the city. His father was good and kind most of the time. But he spent his money for alcoholic drinks instead of for food for his family.

One day John's father heard about some people who help one another stop drinking. They call themselves the AA's.

John's father met with these people. They helped him to stop drinking. Then he had money to buy food for his family.

Now John has a good breakfast every morning. He feels well and does well in school.

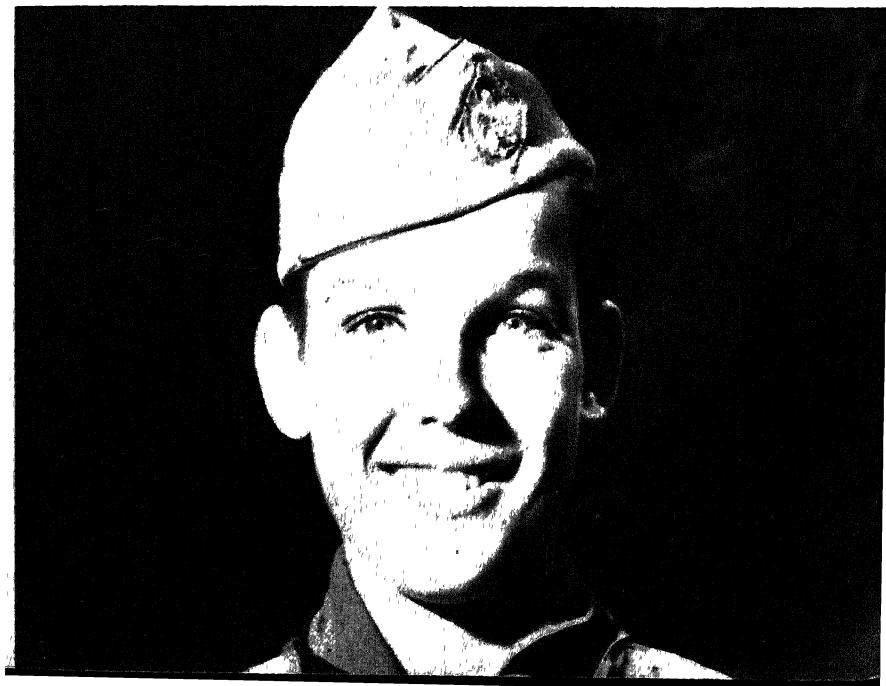
### **Jane and Brushing**

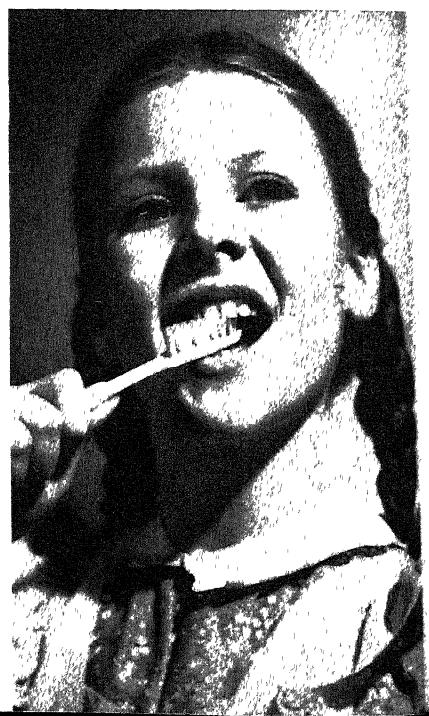
What do you guess was the first thing Jane did after breakfast?

She got up from the table.  
She went to the bathroom.  
She took her own toothbrush from its place.  
She brushed her teeth. This is the way she  
did it:

1. Brush down one-two-three over the upper  
gums and teeth, outside and inside.
2. Brush up one-two-three over the lower gums  
and teeth, outside and inside.
3. One-two-three, brush the biting part of the  
teeth, upper and lower.

Jane brushed her teeth the way they grow, from  
the gums. Yes, always *from* the gums and over  
the teeth.





## *Find Out for Yourself*

You can make flour from wheat seeds. Perhaps your mother or teacher will help you do this.

Or you may visit a flour mill to see how different kinds of cereal and flour are made.

Find the word *enriched* on a loaf of white bread. Ask what *enriched* means. Enriched bread is about as good for you as bread made from whole-wheat flour.

Look in the store for cereals that you have to cook. These are cheaper than ready-to-eat cereal. Find out why.

Two pints make one quart. One pint is one-half a quart. How many quarts of milk should the milkman leave at *your* door? How many quarts should he leave for a mother and father and three children?

Judy's mother said to her one day, "There's one thing you do very well, Judy."

"I wonder what it is," said Judy. "It can't be going to bed early.

"It can't be eating all the good foods.

"It can't be coming in from play when I'm called."

"No," said her mother, laughing. "You can do better in those things. But you are careful to wash your hands."

"Yes," said Judy. "I never—well, hardly ever—forget to wash my hands before eating or before touching dishes or food."

## *Why — Because*

Why should you drink milk instead of coffee?

Because—Milk helps you to grow bigger and stronger.

Milk helps to keep you well.

Coffee gives you nothing to help you grow.

Coffee often pushes milk out of your meals.

Coffee says, “Hurry up, hurry up!” when you  
need rest and sleep.

Why are farmers careful to keep milk clean and cold?

Because—They want to sell good, safe milk.

Milk that is kept clean and cold helps keep  
people from getting sick.

People will buy milk that is kept clean and  
cold.

Why do children like to clean their teeth after each  
meal?

Because—It feels so good.

It is good for the teeth. It keeps them white.

It makes the teeth shine.

It keeps the teeth healthy.

It is good for the gums.

Clean teeth look better.

Why is an apple a healthy food?

Because—It makes the teeth feel nice and clean.

It helps build the body.

It helps keep the body in good running order



## ***For You to Do***

1. Play the game of seven breakfasts.

Draw and color or cut out pictures of milk and cocoa and different kinds of cereal, bread, fruit, and eggs. Put all the pictures of milk in one place. Put all the pictures of cereal, bread, and rolls in another place. Put all the pictures of fruit in another place. Put the pictures of eggs in another place.

Then choose a child to "get breakfast." First he chooses a fruit and puts it against the blackboard or on the wall. Then he chooses a cereal, milk, and some kind of bread and butter. This is his 100 per cent breakfast. Other children take their turn "getting breakfast." The game is over when they have built seven breakfasts, one for every day of the week.

2. Read some of these breakfast stories to your mother or father.

3. Bring a quart milk bottle to school. Fill it with water. Pour the water into your drinking glasses. How many glasses of water are there in one quart? Fill the quart bottle again. Now pour the water into measuring cups. How many cups of water are there in one quart?

4. Try to have a good breakfast every day.

## *UNIT III*

### *On the Way to School*

Many accidents happen on the way to school. Listen: This is what the children say:

“I was running and fell over a stone.”

“My finger got caught in the car window.”

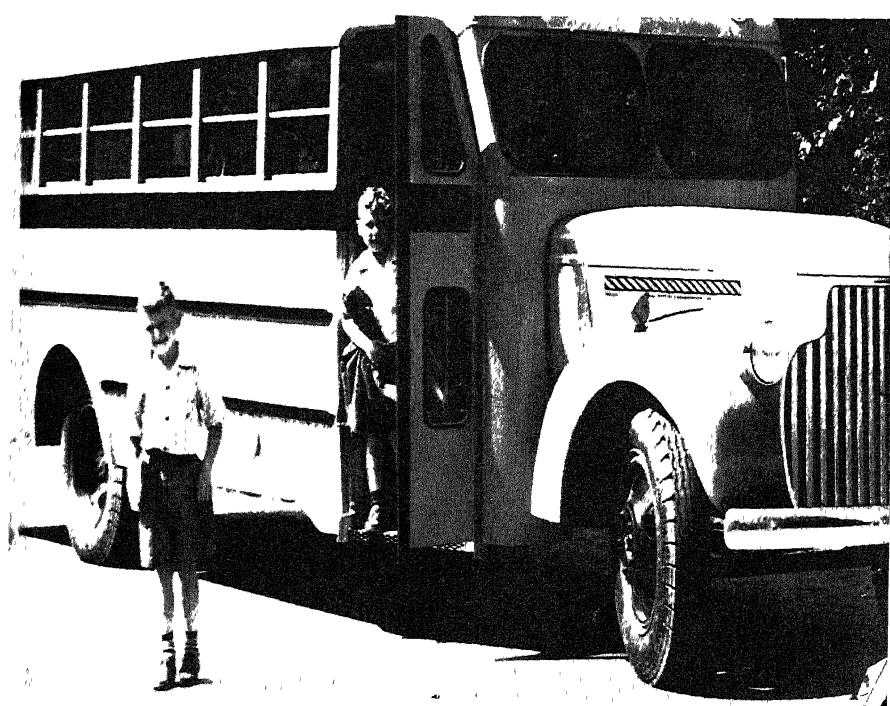
“I ran into a car and hurt my arm.”

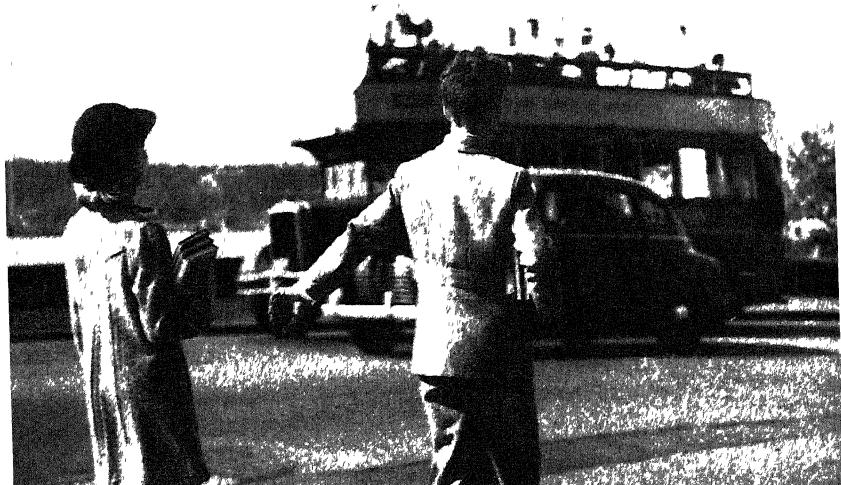
“I was hit by a car.”

These are only a few of the accidents that happened to children on the way to school.

You don't want these accidents to happen.

So stop, look, and listen!





### Jerry and Judy Walk to School

Jerry and Judy went to school in the city. The school was three blocks from their home.

"I'm glad we live near enough to school so that we can walk," Judy said. "It's fun to walk in the morning."

"On a fine morning like this, it is!" said Jerry, as they started.

When they came to the corner, they stopped. There was no policeman to tell the cars to stop or to go. There were no red lights to say "Stop." There were no green lights to say "Go."

"I'll be policeman," said Jerry.

Jerry looked up the street and down the street.

"Cars are coming from both ways," said Jerry.

He stopped on the sidewalk and put up his hand just as a policeman does. Judy stopped. She and Jerry stood on the sidewalk and waited. Soon there were no cars coming from the right or the left or around the corner. Now they could walk across the street safely.

"Go," said Jerry in a big voice, just like a policeman.

Judy started to run.

"Don't run," said Jerry. "The people in cars can see you better if you walk across the street. They might not see you if you run out in front of them."

So they walked across the street safely.

As they walked along on the sidewalk, a big blue automobile came to a stop beside them. A voice said, "Don't you want to ride with me?"

At first Jerry and Judy thought it was a stranger. They were going to say, "No, thank you." Then they saw it was not a stranger. It was the father of Donald, one of the boys in their class. Donald was riding to school with his father.

"Thanks for asking us," said Jerry, "but we like to walk to school, don't we, Judy?"

"Yes," said Judy, "it is fun to walk to school. Jerry is playing policeman."

"I'd like to walk to school, too," said Donald. "May I, Dad?"

"All right," said Donald's father, "but be careful in crossing the streets. Always look both ways and walk—don't run—across. I'll wait and watch you cross the next street."

The three children walked safely across the next street. Jerry was still playing policeman. Donald's father smiled as he passed them in his car. He was glad they were so careful in crossing the street.

The school was on the next corner. A real policeman was there. He was big and jolly. All the children knew him. He held up his hand and the cars stopped. He blew his whistle and the children walked across the street.

"I wish I could walk to school every day," said Donald.

"Why don't you?" asked Jerry. "We can take turns playing policeman."

## Safety Patrols

On the other side of the school there was no policeman. Instead, there were two safety patrols. These were older boys.

The safety patrols show younger children how to cross the streets safely and how to play safely.

Jerry wants to be a safety patrol when he gets older.

"You would be a fine safety patrol," Judy told him.



## Dick and Nancy Walk Along a Country Road

Dick and Nancy live in the country. They walk to school along a country road. There are fields and trees on both sides.

“On which side of the road should we walk?” asked Nancy.

“On the left side,” said Dick.

“Then the *left* side is the right side to walk on,” said Nancy, laughing. “How can I remember it?”

“That’s easy,” said Dick. “You walk on the left side so that you can see the cars coming toward you. Then you can get out of their way. They will not come up behind you and surprise you.”

They walked along together far over on the left side of the road. When they saw a car coming, they stepped off the road.

“Look out for this wild car,” Dick said. It was coming toward them very fast.

“Old Piggy wants the whole road,” Nancy said.

“He can have it,” said Dick. “When I see a car coming fast like that, I get all the way off the road.”

“I see now why the *left* side of a country road is the right side to walk on,” said Nancy.



BOULEVARD  
**STOP**  
CHICAGO PARK  
DISTRICT

BOULEVARD  
COMMERCIAL  
VEHICLES  
PROHIBITED

## Sue and John Come on a Bus

Sue and John come to school on a bus.

"We wait for the bus inside this white line," said John. "Cars cannot come here."

"That's right," said Sue. "It's a safe place to wait."

They waited their turn to get on the bus. They held on to the bar as they climbed into the bus.

There were many children on the bus. They were laughing and pushing one another. "We're off," they shouted.

They had not gone far when the bus stopped.

"What has happened?" the children asked.

The bus driver stood up. He turned around to the children.

"I need help," he said. "Driving a big bus is hard work." The children became quiet.

John said, "How can any of us help you?"

"You can *all* help me. Will you?"

"Yes, yes," shouted the children.

"I knew you would say 'yes,'" said the bus driver, smiling. "I have to watch the road all the time. I cannot watch you, too. If you will sit still and stop shouting, I can be a safe driver."



"We will try to sit still," the children said. "We will stop shouting."

That day they began playing quiet games on the bus. These are some of the quiet games the children played:

Some of the children watched for 7's on the plates of autos. They kept count. The child who saw the most 7's won.

Some of the children counted cows, or birds, or chimneys that had smoke coming from them.

Some children made up riddles and told each other their riddles.

Sue and John kept count of people who did not obey safety rules.

"Oh!" said John. "Look at that car! The driver did not stop for the red light."

"There's a girl walking on the right side of the road," said Sue.

"Well, what is wrong about that?" asked John.

"She should walk on the left side of the road," said Sue. "And face the cars coming towards her."

After a fine, quiet week the bus driver said to them, "You all are fine helpers! I can be a good, safe driver now."

## That Don't Care Feeling

One morning Charles was mad at his mother. She would not let him take his new ball to school. “The big boys will take it away from you,” she said.

“No, they won’t,” Charles shouted.

“Don’t shout,” said his mother, crossly. “You can’t take your new ball to school, and that’s that.”

Charles took his hat and books and started toward the door. He was mad.

“And shut the door quietly,” said his mother.

Bang! went the door. And Charles was off to school. He was so angry he did not look where he was going. He did not even care.

He walked right in front of a car. It stopped just in time.

When he was running across the street, he fell over a stone.

The stone cut his knee. It hurt so much he could hardly walk to school.

He went to the school nurse. She cleaned the cut and put a bandage on it. Then she said, “Was something wrong this morning, Charles?

“Accidents often happen when we feel upset about something,” said the nurse. “Tell me more about it, if you want to.”

“My mother wouldn’t let me bring my new ball to school, and that made me mad,” said Charles.

“So when you came to school, you had a don’t-care feeling?”

“That’s right,” said Charles.

“And that don’t-care feeling was so strong you did not think about safety rules?”

“That’s right,” said Charles.

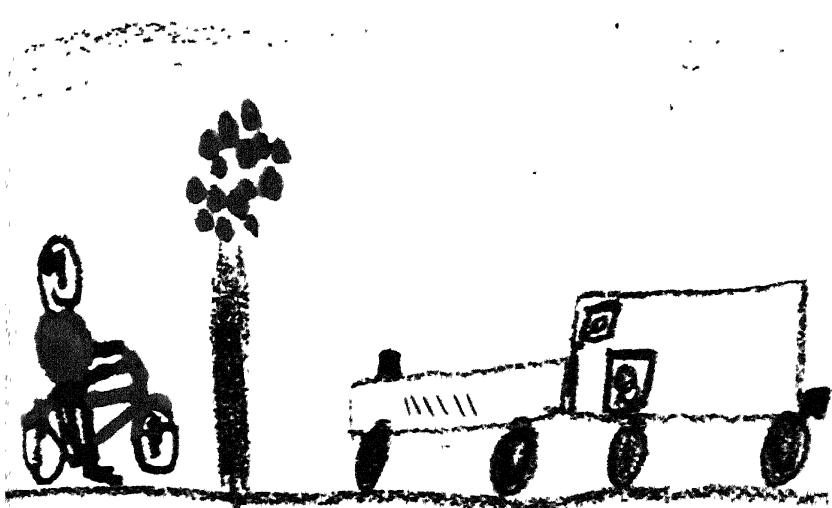
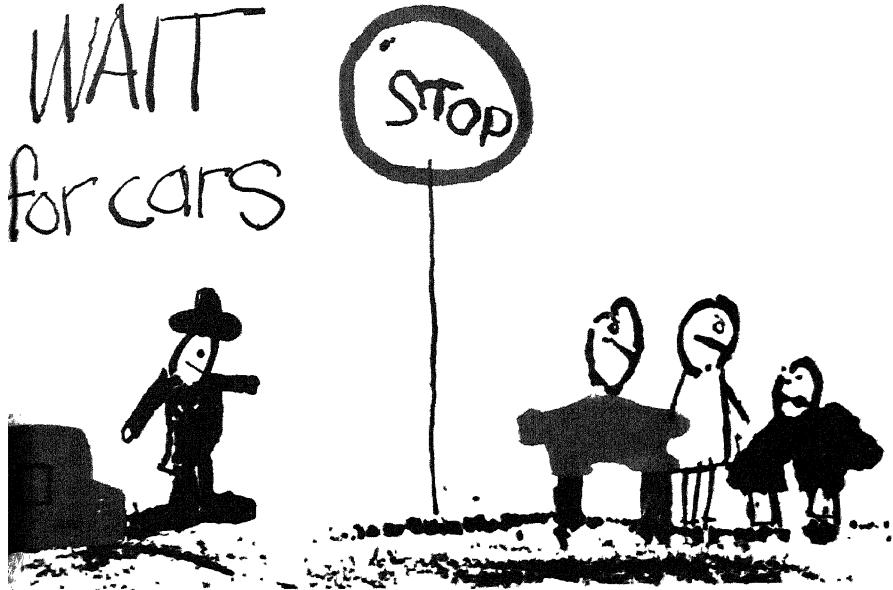
“Suppose tomorrow or the next day, you can’t have just what you want. What would be the best thing to do?”

Charles did not answer right away. Then he said, “Maybe I have to learn that I can’t *always* have what I want.”

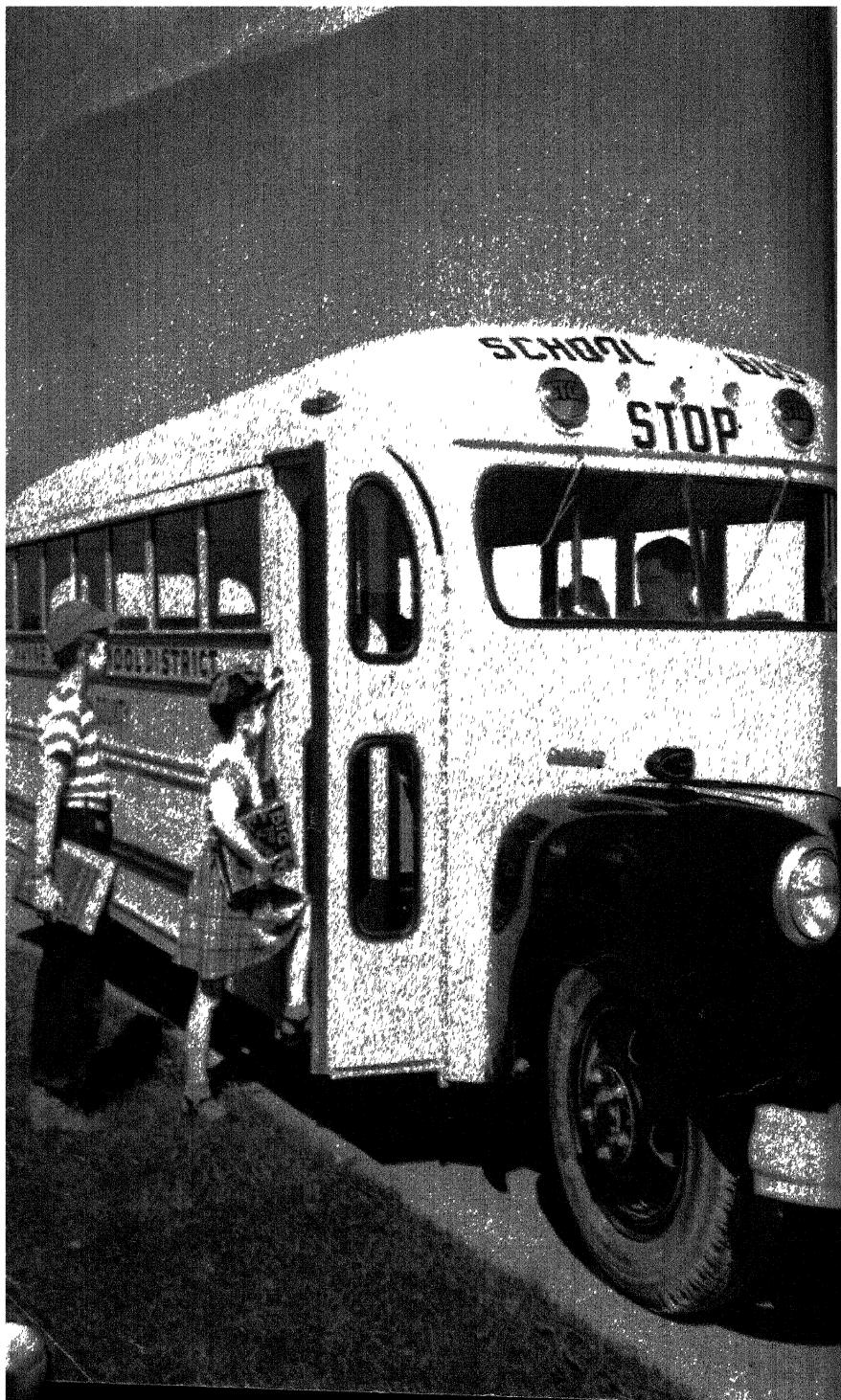
“That’s true, Charles. No one can *always* have what he wants. No one can do *everything* he wants to do. If you remember that, you’ll not get quite so mad when things go wrong.”

Charles looked at his knee. “I guess I did not have to get so mad,” he said. “And I did not have to get hurt.”

WAIT  
for cars

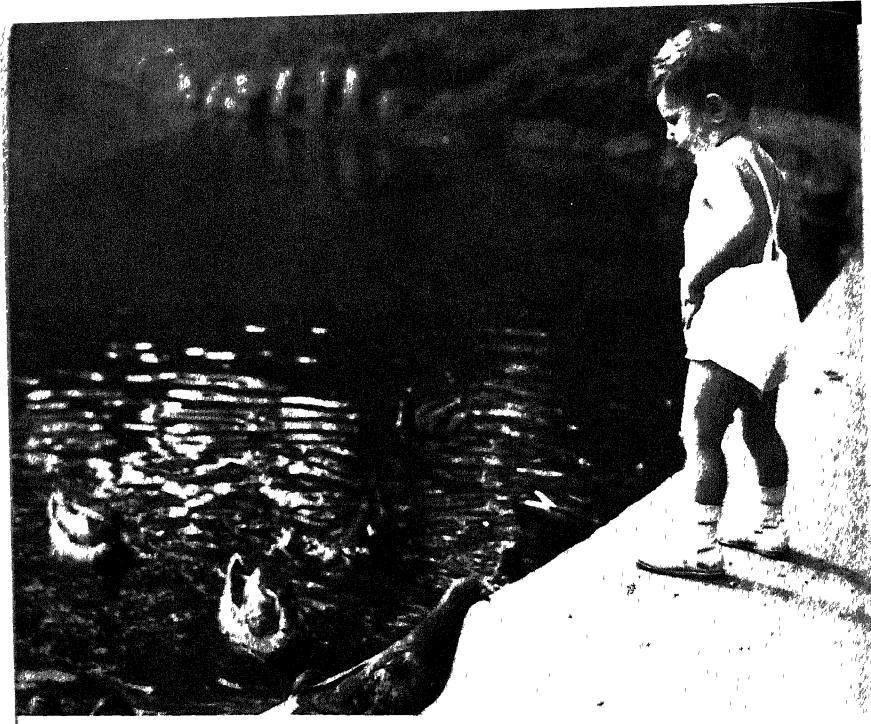


WHEN I RIDE MY BIKE I WATCH FOR  
TRUCKS.





Skating helps to develop the muscles.



### *Find Out for Yourself*

1. Have you ever had an accident? What was your worst accident? How did it happen? Why did it happen?
2. Find out what you can do to keep your little brothers or sisters or some other small child safe from cars. Talk it over with your mother and father.
3. Do you have a baby brother or sister or other small child at home? Does he pull your hair? Or take your books? Or do other things that make you angry? Find out the best thing to do about it. Can you give him other things to pull? Can you give him a book of his own? Can you plan to take time to play with him a little while each day?

## *Why — Because*

Why must we be very careful on a busy street?  
Because—The cars go fast.

The cars come from the right and from the left  
and around the corner.

Why is it not brave to take a dangerous dare? Find the answer in this story:

Jack and David went out for a walk one day. They came to a place with a high stone wall around it. On the wall was a sign that said, *Keep Out*.

Two older boys came along. "I dare you two kids to climb over that wall," they said.

"It says, *Keep Out*," said David.

"You're afraid to climb over," said one of the boys.

"I'm not afraid," said Jack. "But. . . ."

"You are, too. I dare you to climb over," said the other older boy.

"We'll show you we're not afraid," said Jack. "Come on, David. Let's climb over the wall."

Jack went first. He climbed to the top and jumped.

"Oh! Oh!" David heard him cry. "I've hurt my leg."

The other boys climbed to the top of the wall. They saw that Jack's leg was badly hurt.

David went for the doctor. The doctor took Jack home.

The accident cost a lot of money.

Why was it foolish for Jack to take that dare?

### ***For You to Do***

1. This afternoon, when you go home from school, make believe you are one of the children in the stories. Choose the one who went to school the same way that you do. Do as he or she did on the way to school. Do the same safe things the next morning when you come to school.

2. When your mother or father cannot give you what you want, remember what Charles said, "I can't *always* have what I want."

When you cannot do something you want to do, remember what the nurse said, "No one can do *everything* he wants to do."

3. Next time you cannot do something you want to do, find something else you *can* do.

4. Make your own safety rules:

a. Talk over the safety rules you should follow when you come to school.

b. Write these rules on the board.

c. Ask the class to tell which rules they will all follow.

d. Write one rule on each page of a class safety book. Find or draw a picture for each rule.

5. Make this sign to put over the door of your room at school. Read it every time you go out on the street:

Stop! Look! Listen!

Before you cross the street.

## **UNIT IV**

### **School Days**

School days are growing days for you.  
Do you want to grow more friendly?  
Do you want to grow taller?  
Do you want to learn more and more?  
Some animal babies take care of themselves  
from the day they are born. Baby turtles do.

Baby robins take care of themselves after  
two or three weeks. Kittens and puppies stay  
with their mothers longer. Boys and girls  
your age are beginning to be "on their own."



## A Friendly School

Joan and her mother walked into the school. It was Joan's first day. She was holding on to her mother's hand.

"I don't want to go to this school," Joan said. "All my friends are in the other school."

"You will have friends here, too," said her mother. "Making new friends is part of growing up. Just talk with some of the children here."

"I don't want to talk to them. I want to go home," Joan cried.

"I know it's all new and strange to you, Joan," said her mother. "But going to school is one thing children should do."

They went to Joan's room. The teacher came up to them, smiling. Joan's mother spoke to the teacher and then went home.

Joan was alone with her new teacher.

"What do you like to be called?" the teacher asked.

"Just Joan."

"I guess it is a little hard for you to come to a new school, Joan," the teacher said. "Children feel that way when they come to a new school."

"I didn't want to go to the other school either," said Joan. "But after a while I liked it, and I stayed."

"Well, Joan, I think it will be that way here, too," said the teacher. "Maybe it is a little hard for you to leave your mother. Maybe it is hard for you to do new things like coming to this new school today."

"Yes, it is," said Joan.

"Maybe it is hard to do anything without your mother."

"Yes," said Joan. "My mother goes everywhere with me."

"But not to school," the teacher said. "Growing up means you have to do more and more things away from your mother."

"Some children are a little afraid to grow up. But when they learn to do new things and to make new friends, then growing up is fun. Growing up will be fun for you, too."

Bill and Sue came over to them.

"Bill and Sue, this is Joan," the teacher said. "She just came to our school today."

"Hello, Joan," Bill said. "Do you like to draw?"

"Yes," said Joan. "I could draw pictures all day."

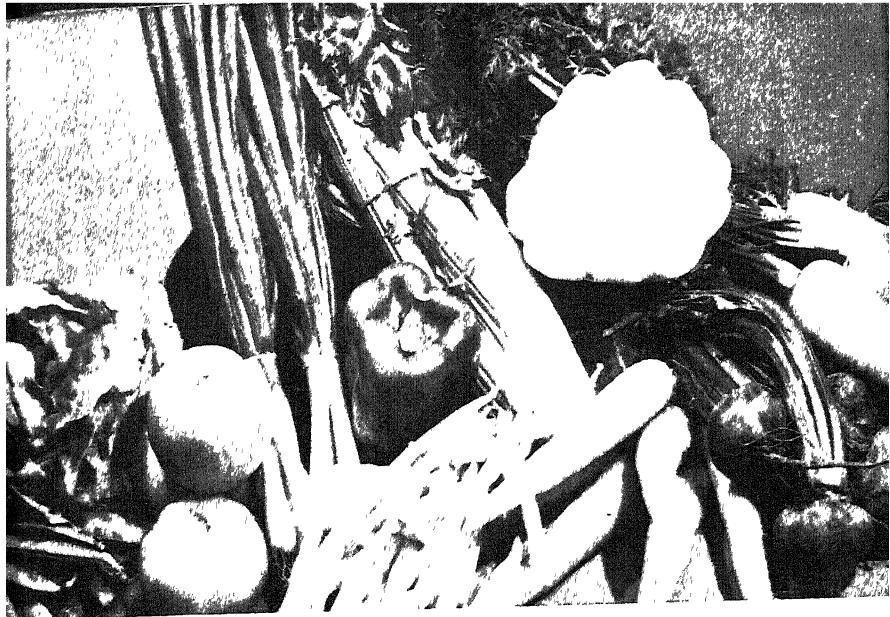
"Well, we need someone to draw a picture of the story we are reading. Come over with our reading group."

Sue took Joan's hand and they went over to the reading group. They told Joan the kind of picture they wanted. And Joan drew it.

"That's just what we wanted," the children said. Joan was happy. She felt that the other children needed her.

When she went home after school, she said, "Mother, the new school isn't so bad, after all. I think I am going to like it."





### A Vegetable Party

One day Judy's class had a vegetable party.

In the middle of the table there was a bowl of vegetables. The children told the name of each vegetable in the bowl.

"Which of these vegetables would you like to have for your party?" the teacher asked.

"Carrots," said some children.

"Cabbage," said other children.

"We can have both," the teacher said. "We can have carrot and cabbage sandwiches."

"What a silly party!" said Jim. He did not know how good carrot and cabbage sandwiches could taste.

Everyone helped get ready for the party.

First they washed their hands. That is the thing to do always before cooking and before eating. Some of the children washed the carrots and cabbage. Some cut an orange in half to get the juice. Some chopped the carrots and cabbage. Some cut pieces of whole-wheat bread into four squares.

Now they were ready to make the sandwiches. They mixed the chopped vegetables with the orange juice. Then they put a spoonful of the chopped vegetables on each piece of bread.

Judy gave each child a small square of clean paper for a plate. Two children passed the sandwiches. Each child took a sandwich as it was passed to him. They waited until everyone had his sandwich.

Then they began to eat. When Jim saw the others eating he began to eat his sandwich, too. “Why, this tastes *good!*” he said in surprise.

“That’s right,” said Bill. “And the longer you chew it, the sweeter your sandwich tastes.”

“The party was fun,” said Judy. “We all helped. We all liked the vegetable sandwiches. Even Jim!”

## Growing Bigger

### THE DAY WE WEIGH

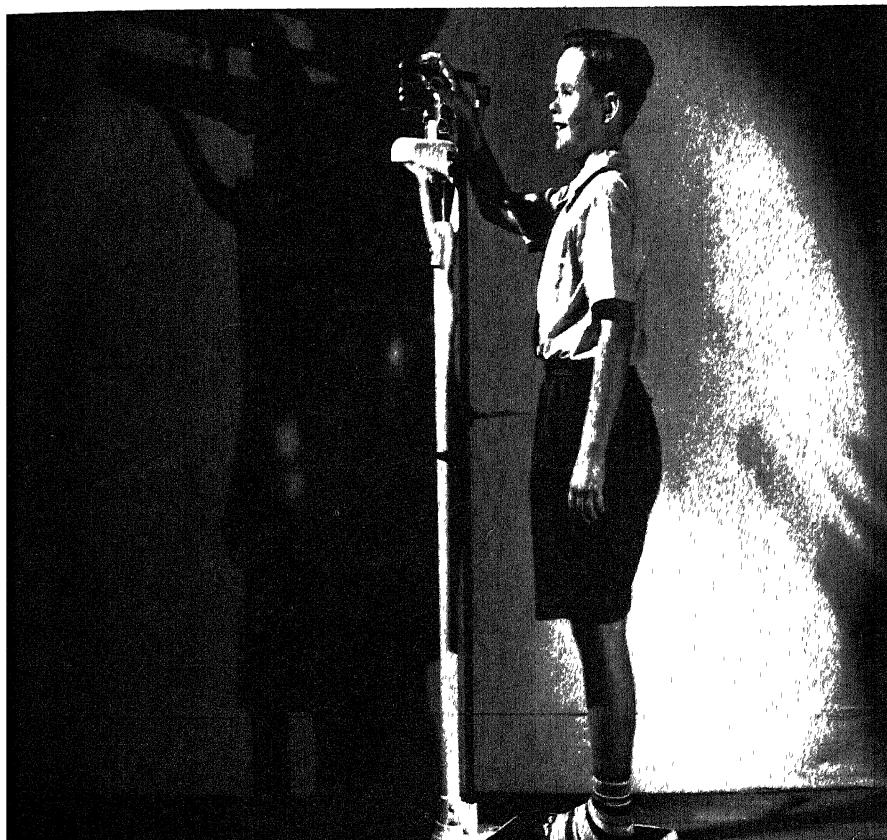
One morning the children saw something new in their room.

"I know what it is," said Jack. "Now we can all get weighed."

"We can watch ourselves grow," said Jerry.

Once every month, on the same day, the children found out how much they weighed. They tried to wear the same kind of clothes each time.

Do you know why?



## JERRYS HEIGHT AND WEIGHT CHART

MONTH	HEIGHT in inches	WEIGHT in pounds	GAIN in pounds	LOSS in pounds
September	52	64		
October	52	64½	½	
November	52¼	64¾	¼	
December	52½	65½	¾	
January	52½	66	½	
February	53	66	0	
March	53	65½		½
April	53½	65½	0	
May	53¾	66	½	
June	54	67	1	

The first four months Jerry gained in weight. Then for three months he did not gain in weight.

"I wonder why I have stopped growing," he said. "I will ask the doctor or nurse at school about it."

How much did Jerry gain in weight from September to June?

How much did he grow in height from September to June?

Does that seem about right? Why?

## HOW BIG WILL WE GROW?

“How big will I grow?” asked Bill.

“You are not growing as fast now as you did before you came to school, Bill,” said Miss Hill, his teacher. “You are not growing as fast as your little brother. You are growing about two inches a year. And growing is still one of your big jobs.

“In a few years you will begin to grow faster again. For a while, you may be taller or shorter than your friends. Growing up takes a long time.”

“Do you think I’ll ever be as tall as Daddy?” Jerry asked.

“I don’t know for sure,” said Miss Hill. “But your grandfather and grandmother are tall. Your mother is tall, too. So you have a good chance to be tall.”

“Do you think I’ll ever be fat?” Nancy asked.

“I don’t know that either,” said Miss Hill, laughing. “Some people seem to put on weight more easily than others. People who eat too much often weigh more than people who eat just enough. People who swim and walk and work out of doors do not get so fat as people who just sit around. Most people do not have to be too fat or too thin.”

## WHY PLANTS GROW

During the summer Jerry had watched corn grow.

In the early spring he had seen his father put the grains of corn in the ground. In each seed there was life. In each seed there was food for the new plant.

The sunshine made the ground warm.

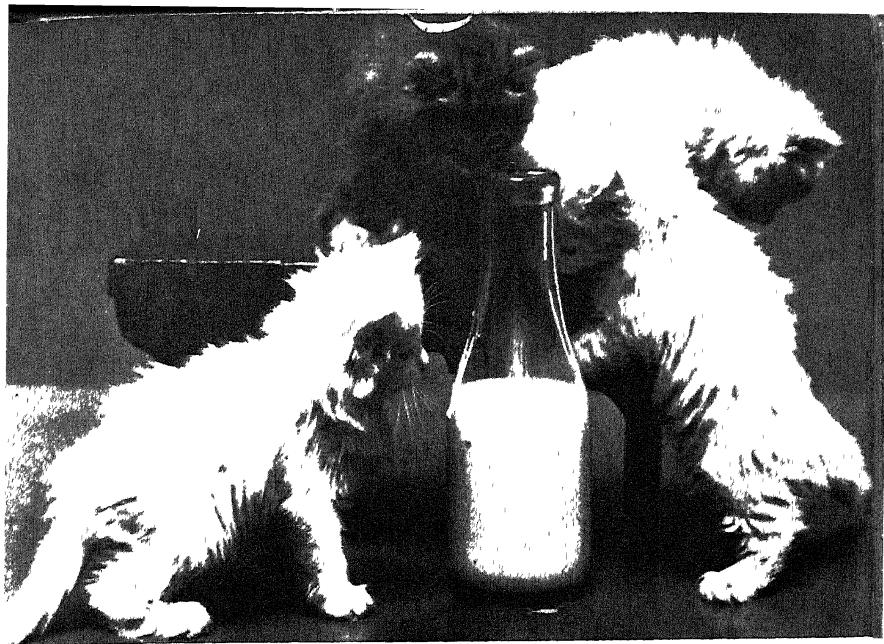
The rain gave the seed water.

Then two little green leaves, like squirrels' ears, pushed up through the ground to the sunlight.

The sunlight helped the plant to build its green leaves from the air and water.

The corn plant grew until it was two times as tall as Jerry. It had three ears of yellow corn.





#### WHY KITTENS GROW

Nancy had watched kittens grow.

When they were born, they were helpless little things. They could not even see.

But they could grow. They grew on the milk their mother gave them.

When they were four or five weeks old, they could drink milk from a dish. Soon they began to eat cooked vegetables and a little chopped meat.

Nancy gave them four meals a day, plenty of water, and a little green grass.

With this good food and lots of rest and play the kittens grew big and strong.

#### WHY BABIES GROW

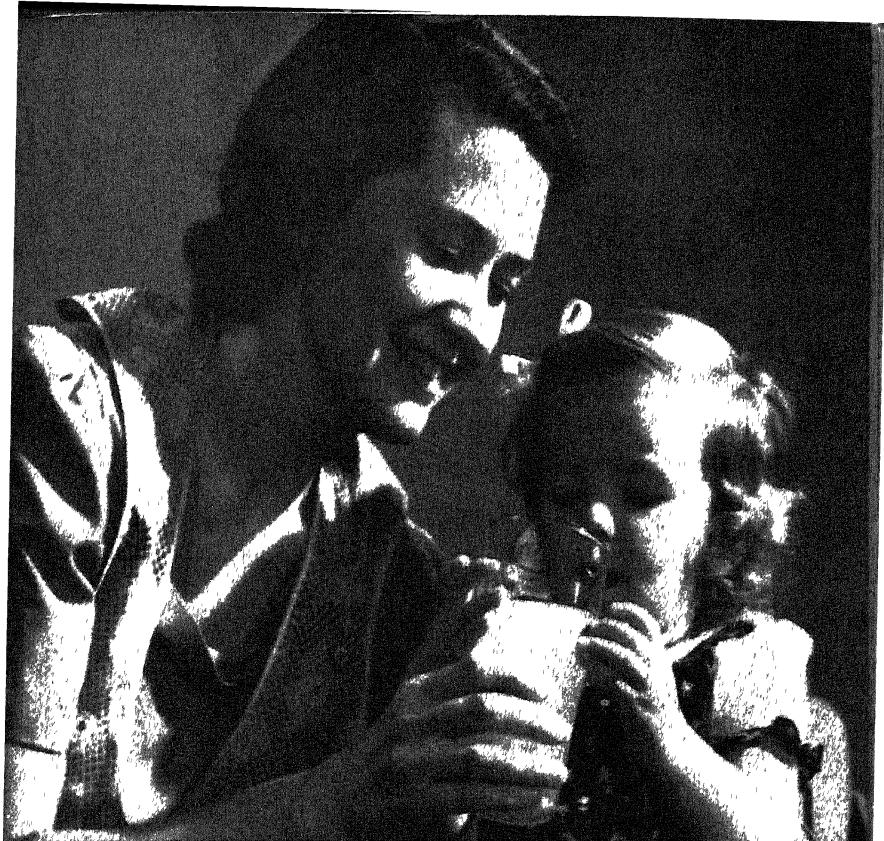
Patty had watched her baby brother grow.

When he was born, he was more helpless than a kitten. All he did was sleep and eat and cry, and then eat and sleep again.

At first he lived on milk. Later he had orange juice and cod liver oil, too. By the time he was a year old, he could eat strained vegetables and a little chopped meat.

When it was not too cold, Patty took the baby out in the sunshine. But she did not let any bright light shine in his eyes. She let him sleep when he was tired of playing.





Patty's mother loved the baby. She washed him and dressed him and fed him. He was too little to do these things for himself.

But their mother loved Patty, too. She loved Patty just as much as her baby brother.

Bill had a baby sister. She was cute.

Bill's mother could not spend as much time with Bill as she used to before the baby came. But she loved Bill just as much as ever.



## The “Television” Show

One day at school the children gave a shadow show. They called it a television show.

They hung a sheet across one corner of the room and put a bright light behind it. Then they made the room dark.

One by one the children stood between the bright light and the sheet. They made shadows on the sheet. The children watching tried to guess whose shadows they saw.

Bill put on the teacher's coat. He put a big handkerchief over his head. He walked bent over.

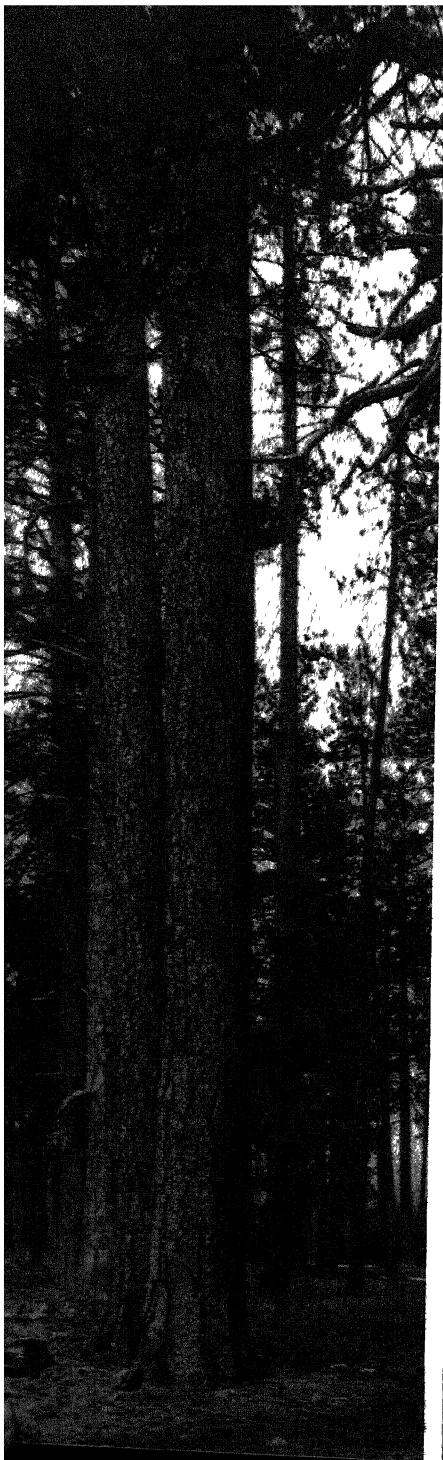
“That old lady is Bill,” a girl said. “I know his big shoulders.”

Patty put a basket over her head. She made a square coat of newspapers and put it on. Then she stood between the sheet and the light.

“That man from Mars is Patty,” cried a boy. “I know her by the way she walks and stands.”

There was one shadow they could not guess. On his head was a crown. He stood very tall. He held his head high. He looked like a king.

The children guessed and guessed. Nobody guessed the shadow was Tom's.



“Who is the king?” they called out.

“Who is so tall and straight?”

“Who is King Tall?”

When the children found out that the king was Tom, they were very much surprised. Tom had always walked with his back bent and his head forward. The crown on his head had made him feel like a king and walk like a king.

“Good for you, Tom,” the children cried. “You made the best shadow of all.”

After the television show, Tom wanted to be “King Tall” all the time. He talked with his teacher about it. They worked out ways that he could become straight and tall.

These are the good rules Tom made and followed:

1. He went to bed at half past eight every night.
2. He sat with the light coming from in back of him, not with the light shining in his eyes. He always had a good light on his book.
3. He ate more good food at all his meals.
4. He stopped eating candy and drinking soft drinks between meals.

5. He played out of doors after school.

6. He played out in the sunshine more.

7. He played more with other children.

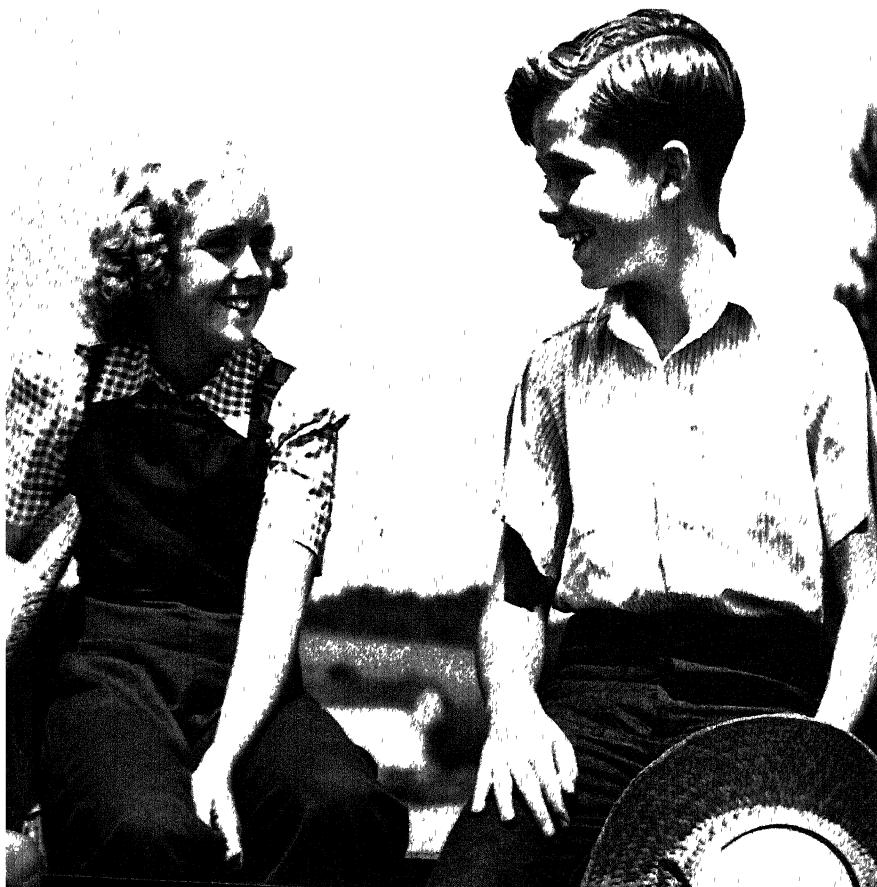
Soon he became "King Tall" all the time.

You can become "King Tall" or "Queen Tall."

Anything that makes you healthy will help you  
to stand and sit and walk tall.

Anything that makes you happy will help.

Anything that makes you feel useful to others  
will help you become straight and tall.



## Listen!

### HOW WELL CAN YOU HEAR?

“Did you bring your book about fishes to school today, Mary?” asked Miss Hill.

“What?” said Mary.

“Don’t say, ‘What?’” Jean whispered. “Say, ‘I’m sorry, I didn’t hear.’”

Miss Hill asked the same question again.

“I’m sorry, I didn’t hear, Miss Hill,” said Mary.

Miss Hill came close to her and asked the question again.

Mary heard this time. “Yes,” she said, “I brought my book about fishes. Here it is.”

“Is it hard for you to hear?” Miss Hill asked Mary.

“Yes, it is,” said Mary. “I often have to guess what you and the children are saying.”

“We must find out how well you hear,” said Miss Hill.

The next day the school doctor gave Mary a hearing test. He found that it really was hard for Mary to hear what the teacher and the children said. He told Miss Hill how she could help Mary to hear her.

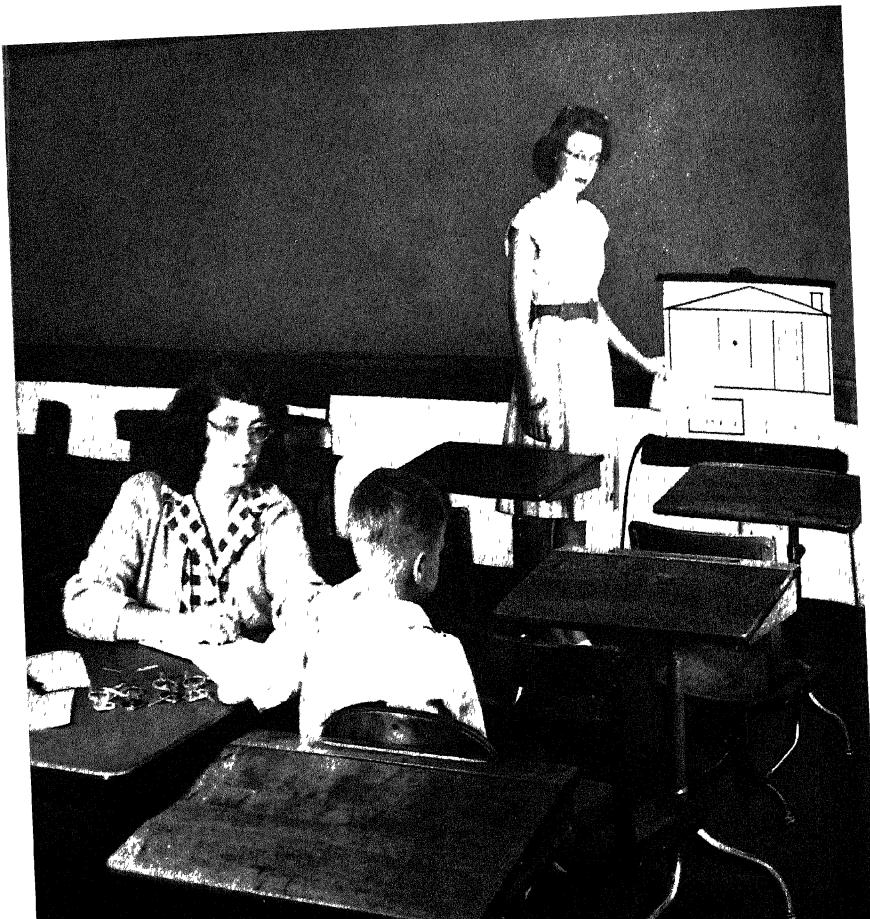




Miss Hill gave Mary a seat near the front of the room. She spoke clearly to Mary, but not too loudly.

Miss Hill asked the other children to speak clearly to Mary. They were careful not to make her feel different from themselves just because she could not hear well.

Mary was happy now. She could hear and answer questions. She could play games better. Now she liked school. She did not feel different from the other children.



## Be Wise with Your Eyes

### TAKING AN EYE TEST

"Today we will take another kind of test," said Miss Hill. "It is an eye test. It will show who needs to go to the eye doctor." All the children had their eyes checked. Some of them found that they needed to go to the eye doctor.

## HOW TO TAKE CARE OF THE EYES

After all the children had been given the eye test, an eye doctor came in. He told them how to take good care of their eyes.

Then they played a game. It was like the game "I pack my trunk." Everyone tried to remember all the things that the eye doctor said about taking good care of the eyes.

"Now let us see how many of the rules you can remember. Jean, do you want to try first?" said Miss Hill.

Jean took a deep breath and began. "Good health and good eyes often go together. So I'll eat good food and not hurry at meal time.

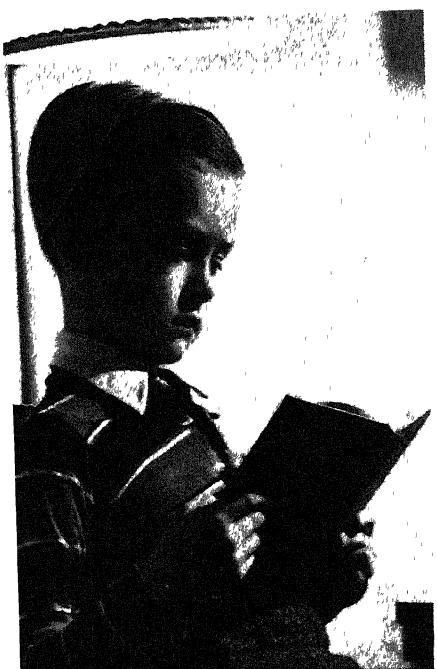
"And I'll play out of doors all afternoon.

"If I need to wear glasses, I'll wear them. I'll be sure they fit and I'll keep them clean.

"When I read, I'll stop often and look up at the sky or the trees or other far-off things.

"When I read, I'll choose books with clear, black letters on white paper.

"I'll hold the book up a foot or more away from my eyes, like this." Jean held the book nearly straight up, more than a foot from her eyes.



Like this



Not flat like this

“And I’ll get the best light on my book—light that comes from above and behind me; light that shines on my book, not in my eyes.

“I’ll always have a good, bright light. Sometimes the room grows dark before you know it.

“There’s one more rule—I’ll tell Mother or the teacher if my eyes hurt in any way.”

The children clapped. “Good for Jean,” they cried.

“If only I can remember to *do* all these things!” said Jean.

### ***Which Is Right?***

1. When you read, you should:

Keep your eyes on the book all the time.

Look away from the book once in a while. ✓

2. When you read, you should:

Hold your book up. ✓

Lay your book on your desk or table.

3. When you read, the light should shine:

In your eyes.

✓On your book or paper.

4. If the doctor says you need glasses, you should:

✓Get them and wear them.

Wear them only when you feel like it.



## *Find Out for Yourself*

1. These are rules for keeping a pet cat or puppy healthy. Which are good rules for you, too? Which would be silly rules for you?

Give it meals at the same time each day.

Give it cooked green vegetables once a day.

Keep its water dish clean and filled.

Take the dog outdoors at least four times a day and  
at the same time each day.

Brush the cat every day.

Give the dog a bath about every three weeks.

2. Right now are you reading in the right way? Are you holding your book up, a foot or more away from your eyes? Is the light shining on the book, not in your eyes? Is the light bright enough?

3. Find out and tell someone:

- a. How to hold a book when he is reading.
- b. How to rest his eyes before they get tired.
- c. How to get a good light for reading.
- d. What to do if his eyes hurt.

4. How are you growing? These are some ways to find out how you are growing:

Have someone take your picture each birthday.

Stand up straight against a wall or door. Have someone put a mark where the top of your head comes. Do this every birthday.

## ***Why — Because***

Why is it good to sit and stand and walk tall?

Because—You are built to stand and walk and sit tall.

You look your best.

You feel ready for work and play.

You do not get tired so easily.

Other people like you better.

## ***For You to Do***

1. What do you think makes a friendly school? Do one thing every day to make your school a friendly place.

2. Help the school nurse by:

Going to her right away if you feel ill in school.

Going to her first thing when you come back to school after you have been sick.

Bringing your mother to school when the nurse asks you to do so.

Telling your mother and father what the nurse says.

3. Try this: Reach up and up with the very top of your head. Or make believe someone is slowly pulling you up by the top of your head—higher and higher. It makes you feel tall from your feet up, doesn't it? Do this often when you are sitting, standing, and walking. You'll be surprised. You will look and feel better.

4. Find pictures of people who are standing well. Show these pictures to other children. Then use them to make a scrapbook or posters.

5. When you are sitting, ask yourself:

Are my feet flat on the floor?

Am I holding my book up?

Am I holding my head up—am I sitting tall?

Is the lower part of my back against the back of  
the chair?

6. If someone you know has trouble in hearing, put  
yourself in his place. Speak to him clearly and just loudly  
enough so that he can hear. Do not shout at him. Do not  
make him feel different from others.

7. Take good care of your ears:

a. Always wash and dry the ears carefully.

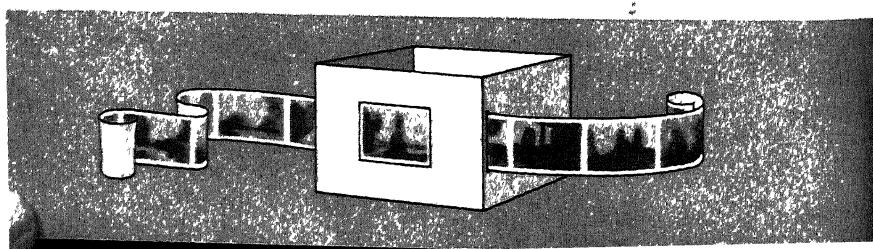
b. Keep sharp things away from the ears.

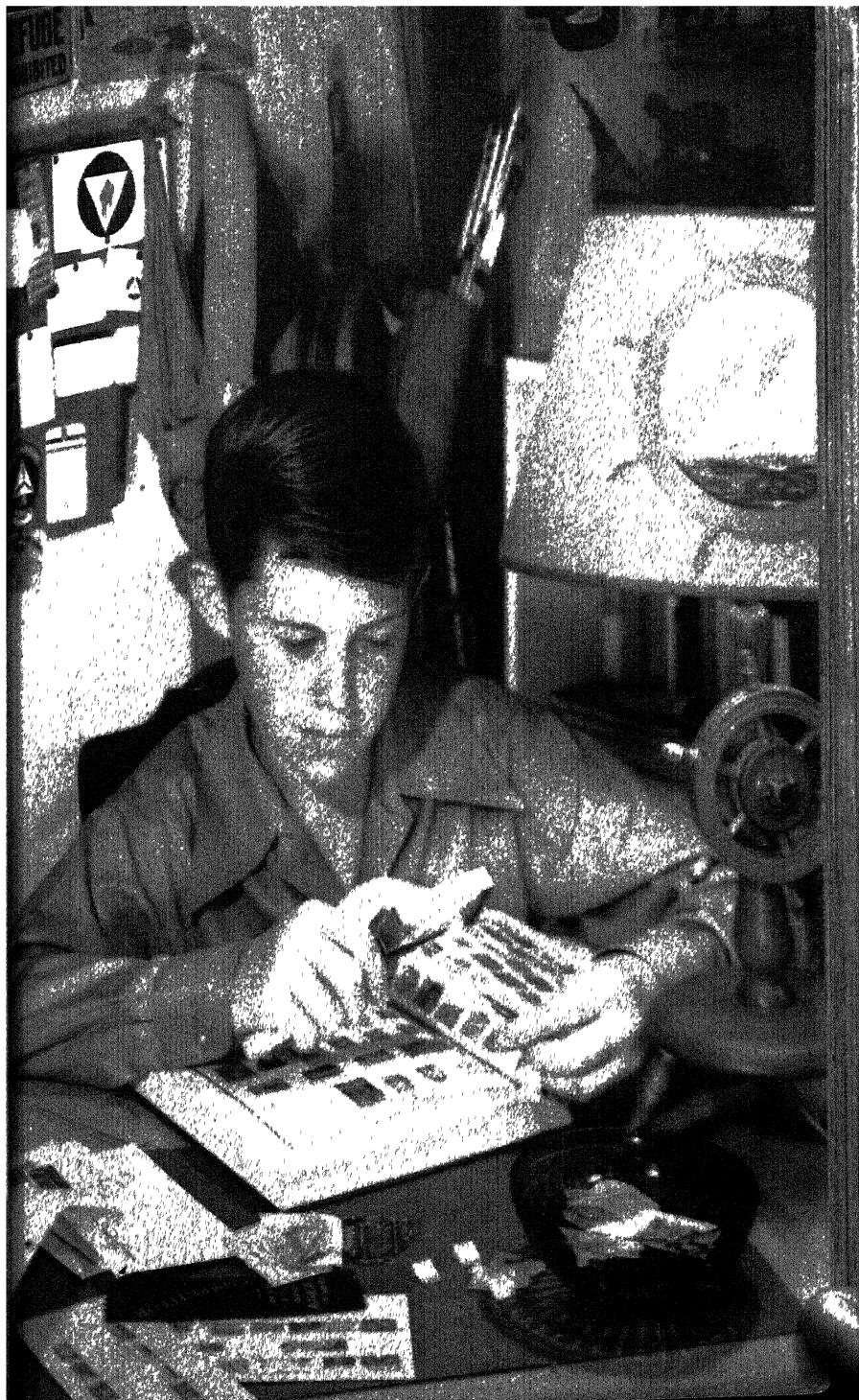
c. Try not to catch colds.

d. Do not go swimming when you have a cold or a  
running ear.

8. Make a moving picture about how to take care of  
your eyes. For the film get a long piece of paper. On this  
long piece of paper draw or paste pictures of children  
who are taking good care of their eyes.

On each side of a box make a cut just long enough for  
the film to go through. Cut out an opening in the box  
just as large as the picture. (See below.) Show your mov-  
ing picture to some younger children.







## UNIT V

### Ways to Be Happy

“The world is so full  
Of a number of things,  
I am sure we should all  
Be as happy as kings.”

You can learn to be happy.



## Captain Bossy Goes Away

Judy and Jerry were making picture books. Jerry's book was about baseball.

"Oh, don't make a book about baseball," said Judy. "Make one like mine about dogs and horses."

Jerry did not listen to Judy. He wanted to make his book in his own way.

The next day Judy was playing hide-and-go-seek with some of the children. She came up to them and said, "I know a better way to play it. Play it my way or I won't play."

The children did not listen to Judy. They were having fun playing the game their own way. Judy was left out.

Another day the children said, "Let's play ball."

"I'll be captain," cried Judy.

But the children did not choose Judy. "She'd be Captain Bossy," one of them said.

That night Judy said to her mother, "The children don't like me. And I don't like them."

"Maybe you try to boss them," said Mother. "You often try to boss Jerry, you know."

"Do you like children who always want to be captain, or always want you to play their way?"

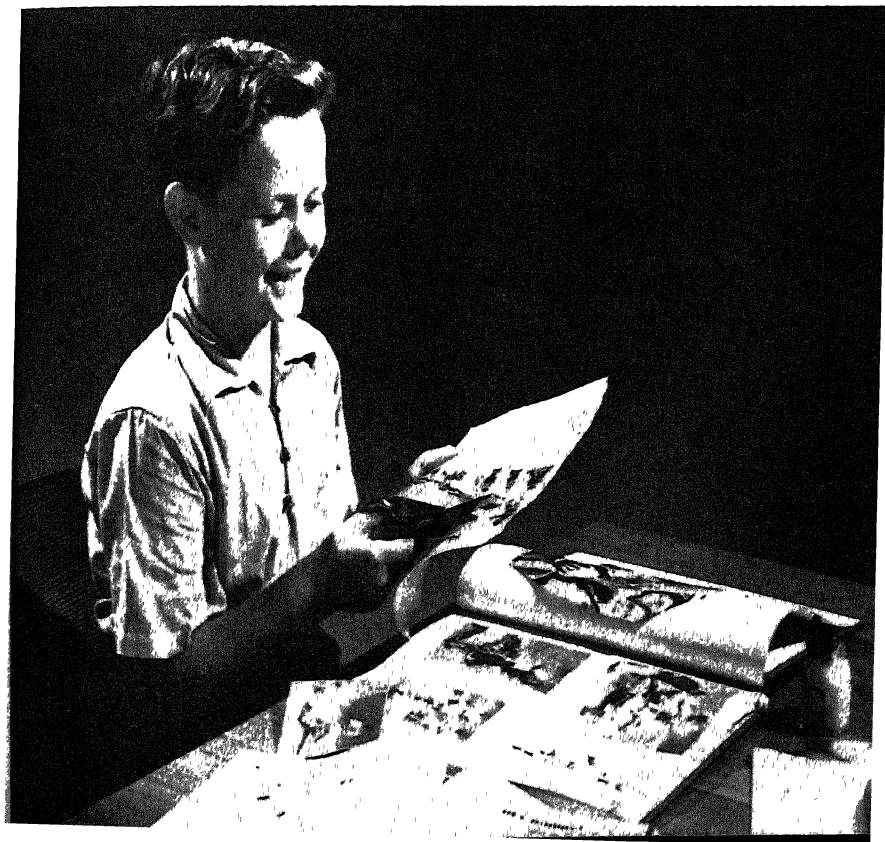
"No, I do *not!*" said Judy.

All through dinner Judy remembered being called Captain Bossy. And she thought about the questions that her mother had asked. That night, before she went to bed, she made a plan for the morning.

At breakfast she gave Jerry three baseball pictures for his picture book.

Jerry was surprised and pleased.

"Just what I wanted!" he said. "Thanks, Judy. Those are fine."



When she played hide-and-go-seek again with the children, Judy played their way.

In other games she did not ask to be captain. But sometimes the children chose her because she was a good captain. One day they called her "Captain Whiz."

That night at dinner Judy said, "I got a new name today. The children called me 'Captain Whiz.' There used to be a Captain Bossy around here, but she went away."

Have you guessed what Judy's plan was?

She found out what other children like to do and helped them do it. She played the games they wanted to play, most of the time. She took her turn being captain.

After Judy had carried out her new plan, the children began to like her better. She was happier than she had ever been before.

Later in the year Judy said, "My mother said, 'If you want to have a friend, you must be a friend.'

"I tried to treat others the way I wanted to be treated. It worked. Now, lots of girls and some of the boys are my friends."

See if Judy's way will work for you.

## Peter Finds the Best Way Out

In the first grade Peter did not learn to read.

In the second grade Peter did not learn to read.

In the third grade Peter was the only one who could not read third-grade books.

At first he tried to hide his poor reading. He would guess at words and say silly things to make the other children laugh. He often acted like a clown.

But one day he began to feel bad about it.

“Here I am in the third grade,” he said, “and I cannot read. I must do something about it. Perhaps Miss Brown will help me.”

Miss Brown was a reading teacher. Peter knew that she had helped other children learn to read. So Peter asked Miss Brown to help him read better.

“I am glad you came to me, Peter,” said Miss Brown. “I know you can learn to read better. We will work together. First let me hear you read from this book.”

Peter’s face got red as he tried to read.

“Never mind, Peter,” Miss Brown said. “If you work hard, you will learn to read as well as other children in the third grade.”

Miss Brown gave Peter some word games to play. One of the games was to find the right word for each sentence. Here is one sentence.

hall.

Peter likes to play fall.

ball.

Peter looked carefully at the first part of each word, and gave the right answer. The right answer is *ball*. Here is another sentence.

tall.

We like to grow till.

tell.

Peter looked carefully at the middle part of each word and gave the right answer. The right answer is *tall*.

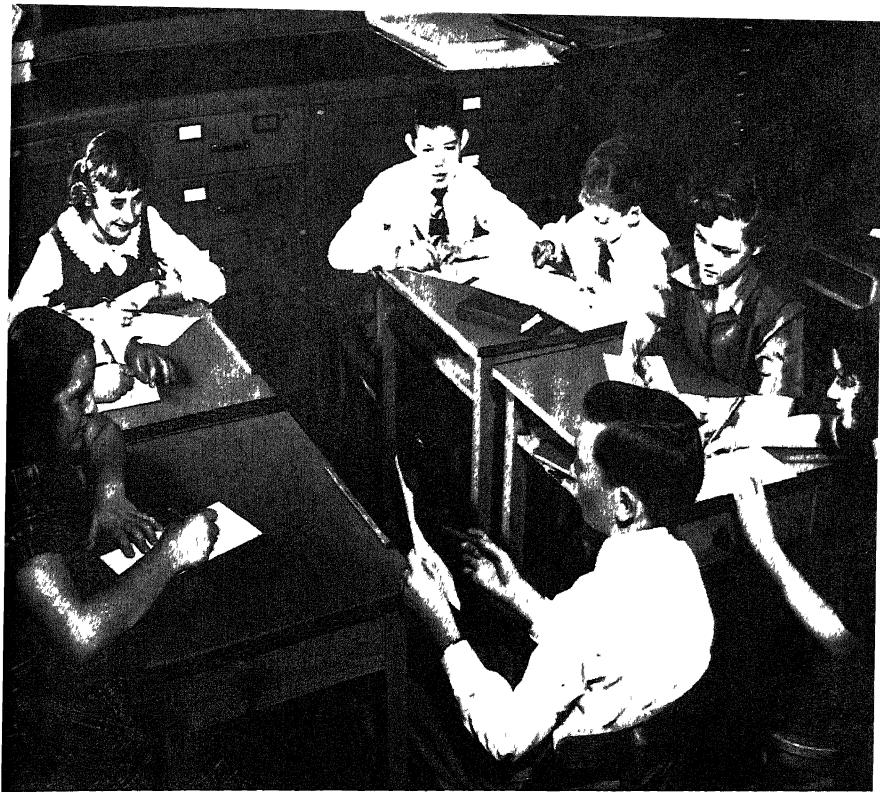
Peter played this game and many other reading games. He learned many new words. Soon he could read easy books well.

The other children said, "Good for you, Peter."

Peter had a little brother who liked to hear stories.

"Please read to me, Peter," he would say.

So Peter read easy books to him. First he read



all the first-grade books he could find. Then he read all the second-grade books he could find.

By Christmas, Peter was reading third-grade books. "Now they seem easy," he said.

"That is because you did three things, Peter," said Miss Brown.

"You stopped trying to hide your poor reading.

"You came to me for help.

"You played the reading games and read a lot every day. Now, you will have a happier year."

## Tommy Had a Temper

Tommy was nine years old, but sometimes he acted like a two-year-old. He would get angry when he could not have his way.

One day at school, Tommy wanted a story book to read. But Jean had asked for it first.

The teacher said, "You may have it later, Tommy. Jean asked for it before you did."

"But I want it now," Tommy cried. He threw his books on the floor.

"You *can* get mad, can't you?" the teacher said. "When you want something, you want it right away, don't you, Tommy?"

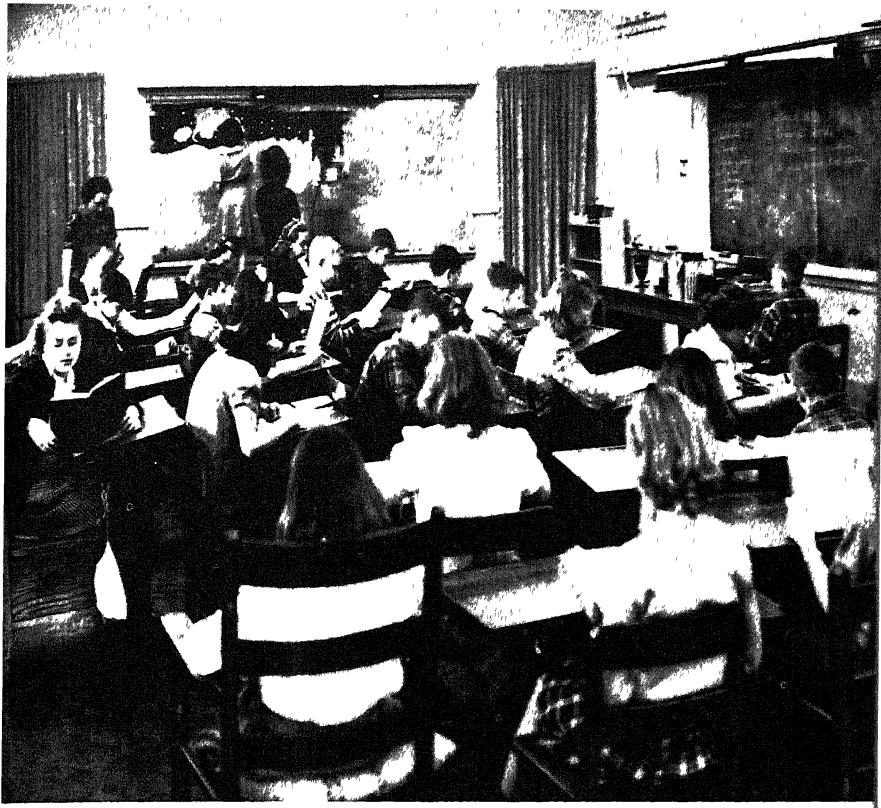
"Yes!" said Tommy. He kicked the books on the floor.

"Maybe sometimes it scares you a little to get so mad," the teacher said.

Tommy did not answer. Then he said, "You can't make me pick up these books."

"But you can make yourself do it," the teacher said in a kind, friendly voice. That was all she said. Then she went to the back of the room to help some of the other children.

Tommy sat down in his seat. He thought of



what the teacher had just said: "You can make yourself do it."

Why, that was just what Tommy wanted. He wanted to be on his own. He wanted to do the right thing himself. He did not want anyone to make him do it.

So he picked up all his books. Now he knew he could do the right thing himself. He felt good inside. When he looked up, the teacher was smiling at him. He smiled back.

## Dorothy Wants Too Much Help

Dorothy is in the third grade.

She can do her arithmetic without help.

She can read better than most of the other children.

She can put on her snow suit herself.

But Dorothy always asks the teacher or other children for help. She wants help with nearly everything she does.

She brings her arithmetic papers to the teacher and asks, "Is this right?"

She brings her drawings to the teacher and asks, "Do you like this?"

Why does Dorothy do this?

Is it because she does not want to grow up?

Do you know anyone like Dorothy?

Which is the best way to help a person like Dorothy?

1. Just laugh at her and call her a baby.
2. Always help her when she asks for help.
3. Ask *her* for help sometimes. Get her to help others who really need help. Make her feel she is needed.
4. Praise her when she does something well.

## *Find Out for Yourself*

Everyone gets angry once in a while. But children act in different ways when they get angry. Which of these ways are best?

Some children think, "There must be something wrong with me. Other children don't feel like I do."

Some children go off by themselves and cry.

Some children go out and play games like tag and ball.

Some children do some useful work.

Some children talk back.

Some children fight back.

Some children tell their father or mother or teacher how they feel. They find that a good talk helps.

Some children "take it out" on a brother or sister. They act mean.

Some children count to ten before they say or do anything.

Find out how good you can feel inside when:

You win friends by being a good friend, as Judy did.

You work on something that is hard for you, as Peter did.

You do the right thing yourself, as Tommy did.

You make someone else feel he is needed.

When Tommy said, "You can't make me pick up these books," what did the teacher say? How did Tommy feel then? If you don't remember, read the story again.

### ***Why — Because***

Why didn't the other children like Judy at first?  
Because—She was bossy.

She always wanted to be captain.  
She always wanted to have her way.

### ***For You to Do***

1. The next time you feel mean or angry find the best thing to do. Sometimes drawing a picture about what you want to do or say helps.

The next time you cannot have what you want, think of something you *can* have. If your father cannot buy a bike, you can still have fun with your roller skates.

If your mother will not give you money for candy, ask her for an orange or apple.

If you cannot go for an auto ride, play out of doors at home with your friends.

2. Learn to make friends. Find out what other children like to do. Help them if they want your help. Wait your turn. Don't be bossy; let others have their way, too.

3. If you find reading or arithmetic or spelling too hard for you, tell your teacher about it. Ask her to help you make a plan. Carry out the plan day by day.

4. Learn to play some game well. Practice it until you are good at it.

## **UNIT VI**

### **Ways to Keep Yourself and Others Well**

Some children were asked, "What do you do to keep well?" This is what they said:

We play in the fresh air and sunshine.

We go to bed early.

We wash our face and hands before eating.

We don't put pencils and fingers in our mouths.

We drink plenty of water.

We eat a good breakfast, lunch, and supper.

We clean our teeth after every meal.



## Dick's Cold

Dick came home from school one afternoon feeling hot and tired. He did not even want to go out to play.

"Let me take a look at you, son," said his father, who was a doctor.

"Say, 'Ah,'" his father said, and he looked down Dick's throat.

"Now put this thermometer in your mouth." It was a special kind of thermometer that doctors use to tell what the body temperature is.

Dick kept the thermometer in his mouth a few minutes. Then his father took it and read it.

"Your throat is too red and your temperature is too high," said his father.

"And that means—?" asked Dick.

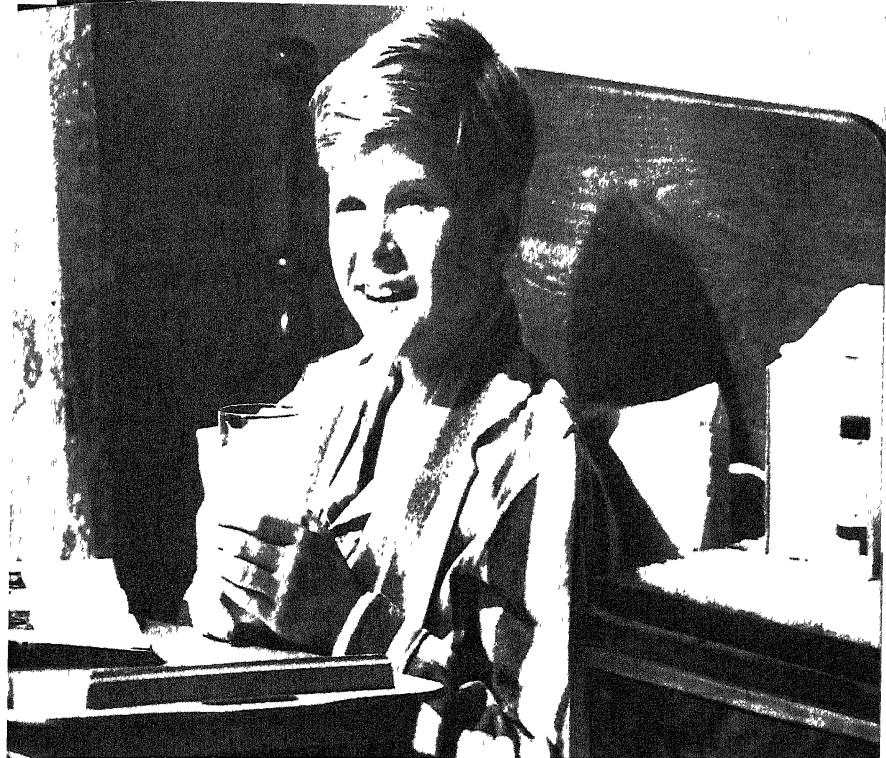
"A very bad cold. You should go to bed at once."

"Why?" asked Dick.

"Because," his father told him, "rest in bed is the best thing to do for a bad cold—plenty of rest and sleep."

So Dick went off to bed.

He drank a large glass of fruit juice and a glass of water, which his mother brought him.



For supper his mother brought him some hot milk, toast, and apple sauce.

After supper Dick went right to sleep.

The next morning his father came into his room. He looked down Dick's throat and then took his temperature.

"That cold got a head start on us, Dick. You'll have to stay in bed today; maybe three days."

"And miss the circus at school!" cried Dick. "Jim and I were to be a bear and do a lot of tricks. Do I have to miss all the fun because I caught a cold?"

"I'm afraid so, Dick. It's too bad you have to miss the circus. But we can't take a chance with this cold. It may grow worse. It may lead to other illness. And you don't want to give your cold to other children."

So Dick stayed in bed all day. He kept warm. He drank water when he was thirsty.

This is what he ate for lunch:



In the afternoon his father said, "You look a little better now. You can put on something warm and sit beside the sunny window."

So Dick sat looking out the window. He saw some of the children coming home from school.

Then he could not believe his eyes! But there it was. Coming down the street was a big black bear!

It stopped right under his window and began to do tricks. Dick laughed and laughed.

The bear was his friends, George and Jim. Jim was the head end of the bear. George was the tail end. They had been in the school circus. Now they had come over to show Dick their tricks.

"See, Mother," Dick called. "Jim and George have come to show me the bear's tricks. I didn't miss all of the circus after all!"

Dick's mother went to the door and called to the boys, "Thank you, Jim and George, for coming over. Here are some oranges for a friendly bear."

"Thanks," said Jim. "We had fun coming over here. We hope Dick will be back soon."

On the third day Dick was back in school. He felt well again, and none of the other children had caught his cold.



### Jean Keeps Her Cold to Herself

One day Jean came in from play and began to sneeze. "My throat hurts and I feel tired," she told her mother.

"You are catching cold, I'm afraid," her mother said. "Be careful not to give it to any of us."

Jean took off her hat and coat and went into the next room.

"Don't go near the baby," her mother called.

"Why not?" asked Jean.

"I just told you," said her mother. "You might give the baby your cold. No one with a cold should go near a baby."

Jean went to the kitchen, where her mother was getting lunch. She sat far away from her mother.

"That's right, Jean," said her mother. "No one with a cold should get meals for the rest of the family."

After lunch Bob and Mary came over to play with Jean. Jean saw them coming down the street to her house.

"You'd better not play with me today," Jean called to them. "I have a cold. You might catch it if you played with me." So Jean played alone in the warm sunshine.

She came in before she got tired. "See what I bought for you," her mother said. It was a box of clean, soft paper handkerchiefs.

"Kirchoo! Kirchoo! Kirchoo!" Jean caught the sneezes in one of the paper handkerchiefs. Then she put the handkerchief—germs and all—into a paper bag. Later her mother burned the bag of used handkerchiefs. That was the last of those cold germs!

Just before supper someone opened the door. It was Jean's father. Jean ran to meet him. But before she got to him, she stopped.

"Daddy," she said, "I have a cold. I'm staying away from the baby so she will not catch it. I played alone so that Bob and Mary would not catch it. And I'll not kiss you because you might catch it."

"That's my girl!" her father said. "And do you know how to catch the sneezes? Like this?"—and he caught a loud make-believe sneeze in his big, clean handkerchief.

Jean laughed. Then she quickly used another clean paper handkerchief to catch three real sneezes.

"That's the way to catch coughs and sneezes," said her father. "And these are four other things you can do: (1) keep your hands away from your face; (2) wash your hands often; (3) be sure to use your own towel and wash cloth—always; and (4) blow your nose gently as though you were just breathing out."

"I'll remember to do all of these things," said Jean. She did, and no one caught her cold.



Tell the story of each of  
these pictures.

Each tells something to  
do about colds.

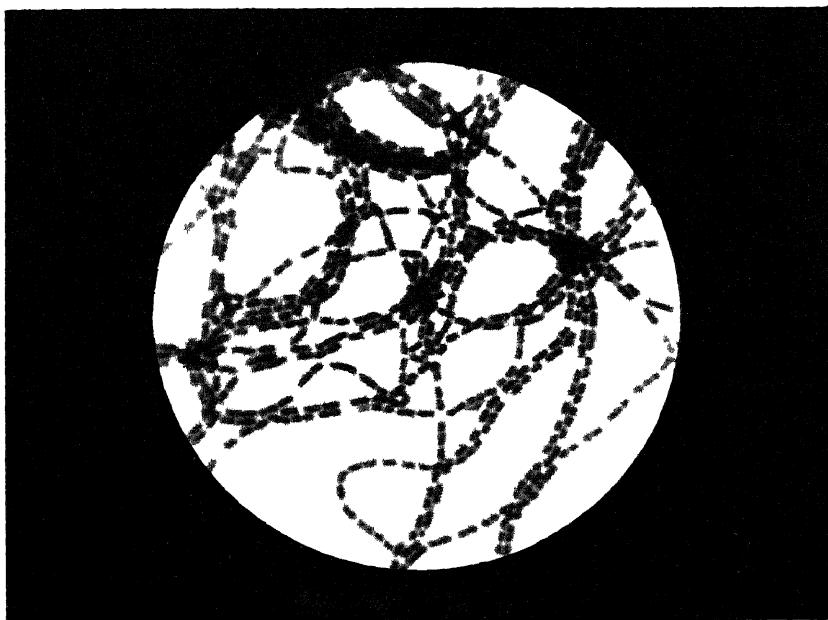


## About Germs

Germs are small, living things. They are so small we cannot see them with our eyes alone.

To see germs, we must look through something that makes them seem much larger. A microscope will do this. Jerry on page 108 is looking through a microscope. It makes tiny germs look hundreds of times larger than they really are.

Below you will see what Jerry saw through the microscope. Those little things, like beads on a string, are one kind of germ.



Some bacteria as seen under the microscope.



Some germs are our helpers. They live in the ground and make food for plants. They help farmers grow food on their land year after year.

Other kinds of germs make us sick if they get inside us.

Think of all the ways that germs may get inside a person. Take a piece of paper. Write on one side: Ways that germs get into the body. Write on the other side: Ways to keep germs out of the body. Washing the hands often should be at the top of the second list. Did you think of these ways?

<i>Ways germs get in</i>	<i>Ways to keep germs out</i>
On hands that are not clean	Wash hands often
On food that is not clean	Wash hands before touching any food
From other peoples' wash cloths and towels	Don't get meals for others if you have a cold
By putting fingers in our mouths	Keep hands away from face
From other people who cough and sneeze carelessly	Catch coughs and sneezes in a clean handkerchief



### **“Time Out” for Don**

Don had been in school for two weeks. On a hot Saturday he went to play at a friend’s house.

When he took off his coat he saw some red spots on his neck. “It must be the heat,” he said.

But that night, when he went to bed, he had spots all over him. It was the measles.

While he was sick with the measles Don played alone. He looked at picture books. He cut out pictures to make his own picture books. He made funny animals and other things with clay. He put together picture puzzles and learned some magic tricks.

His mother was careful not to let a bright light shine in his eyes. She moved his bed so he would not face the light. During measles the eyes are weak. Bright light hurts them.

### **“Time Out” for Shirley**

It was June and school was over. Shirley and her family started off on a trip. In the morning she felt as though she were catching a cold. In the afternoon the family stopped in a small town. Shirley went to the movies and felt worse.

The next morning her throat felt much worse. So her mother called a doctor.

"Hm," the doctor said. "She has the mumps. Now she will have to stay here in bed for two weeks at least."

They had planned to stay in that town only a day. They had to stay there three weeks. They missed most of their trip because of the mumps.

"I guess I caught the mumps from Sue," Shirley said.

### **"Time Out" for Paul**

At the end of the school year, Paul had played with some children who had chicken pox. The doctor said, "If you don't have it in sixteen days, you probably aren't going to get it."

At the end of sixteen days Paul had no sign of chicken pox. Everyone was glad. Now they could go on their vacation.

But the next morning Paul woke up with the chicken pox. So they had to stay home until he was well again.

"After this," Paul said, "I'll not play with children who are sick. I don't like to take 'time out.' "

## **How You Can Keep Sickness Away**

Be happy.

Think about health, not sickness.

Don't go to see sick people if they have a sickness you may catch.

Stay away from crowds when there is sickness around.

Do just what the doctor tells you to do when you are sick.

Do just what the doctor tells you to do when someone in your family is sick.

## **Doctor's Ways**

Doctors have other ways of helping us to keep well. They can keep us from getting some kinds of sickness. The doctor on page 115 is doing this. He is going to vaccinate Jerry.

It does not hurt much. It feels like a little scratch and is over in the wink of an eye.

"But I'm not sick," said Jerry.

"I know," said the doctor, "but this will help to keep you well."

Ask a doctor to come to your class. Ask him how he helps to keep babies and children well.



## *Find Out for Yourself*

1. When are hands that look clean not really clean?
2. Find below four things you *should* do when you have a cold. Find four things you should *not* do when you have a cold.

Cover your nose and mouth with a clean hand-kerchief when you cough and sneeze.

Play with other children.

Wash your hands often.

Use your brother's towel and wash cloth.

Get lots of rest and sleep.

Drink fresh fruit juice and water.

Blow your nose hard

Play with the baby.

### 3 Find out:

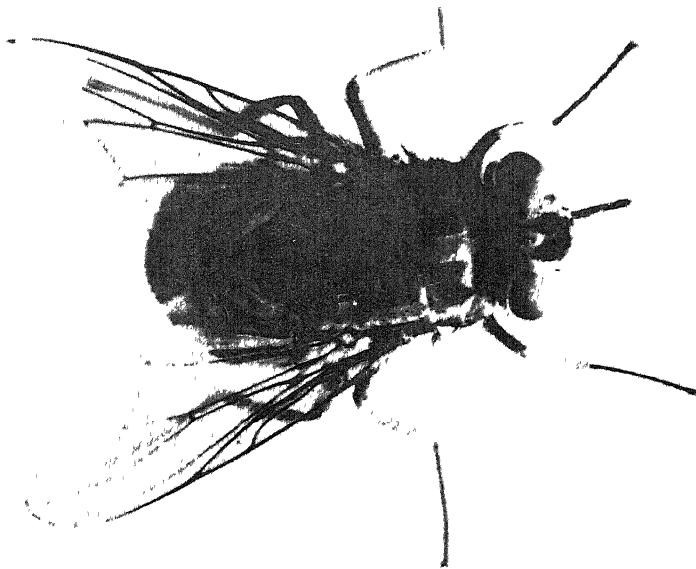
What your school does to keep children well.

What your teacher does every day to see if the children are well enough to be in school.

Where sick children stay while they are waiting to be taken home.

To whom children go when they come back to school after being sick.





### ***Why — Because***

Why can you catch cold from another person?

Why can you give your cold to other people?

Because—Colds are caused by germs. The germs ride on the tiny drops of water from our coughs and sneezes. That is one way that they get from one person to another.

Why do we not need to be afraid of germs?

Because—We know ways to keep germs outside of us. If they are outside of us, they cannot make us sick.

Why do we fight flies?

Because—Flies carry germs on their feet, on their wings, on their bodies. They brush these germs off on our food, on our face, on our hands.

### ***For You to Do***

1. Tell someone who wants to know:
  - a. What he should do if he has a cold.
  - b. What he should do if his friend has a cold.
  - c. What he should always do before eating.
  - d. What he should always do after going to the toilet.
  - e. What he should do if he wakes up with a cold on a school day.
  - f. What he should do if a cold comes on at school.
  - g. What he should do if his friends come to play with him when he has a cold.
2. Which is better: to keep a baby well, or to take care of him after he has taken sick?
3. Which is better: to stay home from school when you first catch a cold, or to come to school anyway so your class may have 100 per cent of the children in school?
4. Belong to the "Beat the Germs" club, and do these things. Help other children to do them, too:

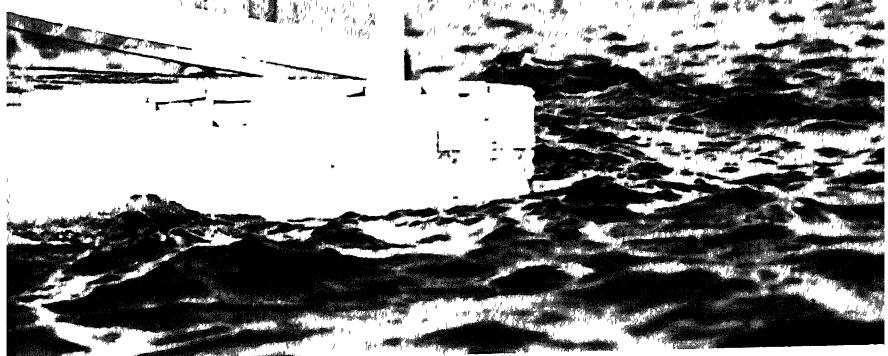
Keep your pencil out of your mouth.

Catch your coughs and sneezes in clean handkerchiefs or paper handkerchiefs.

Wash your hands before eating and after going to the toilet.

Wash apples and other fruits before eating them.

Do not eat food another person has been eating.



Choose safe places for swimming.



## **UNIT VII**

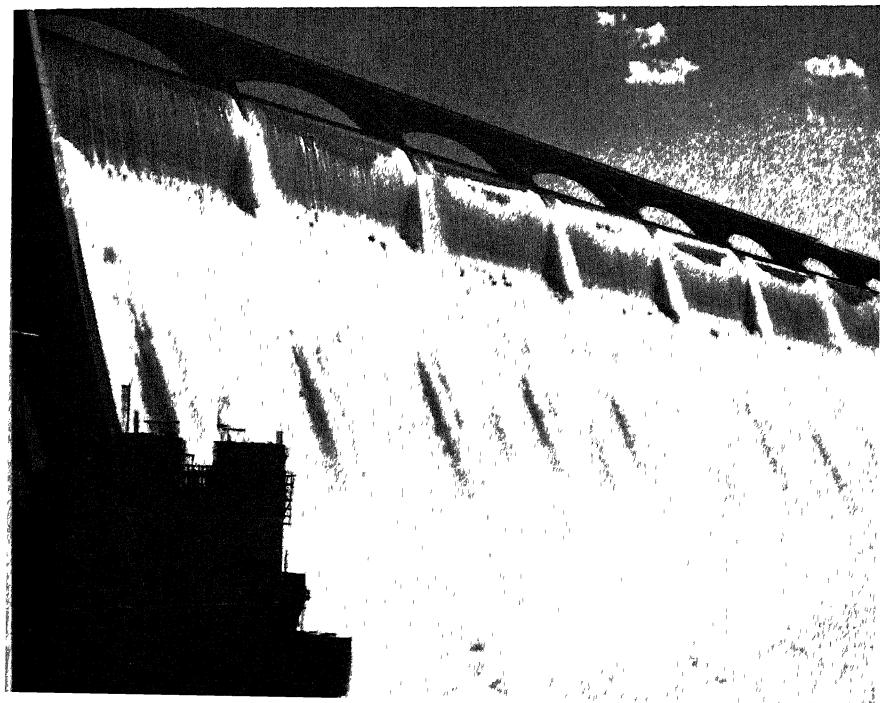
### ***Safe Water Every Day***

If we were in a small boat on the ocean,  
there would be

“Water, water, everywhere,  
And not a drop to drink.”

Then we would surely want water to drink.  
But sometimes we forget to drink as much  
water as we need.

And sometimes we forget to be sure that  
the water is safe to drink.





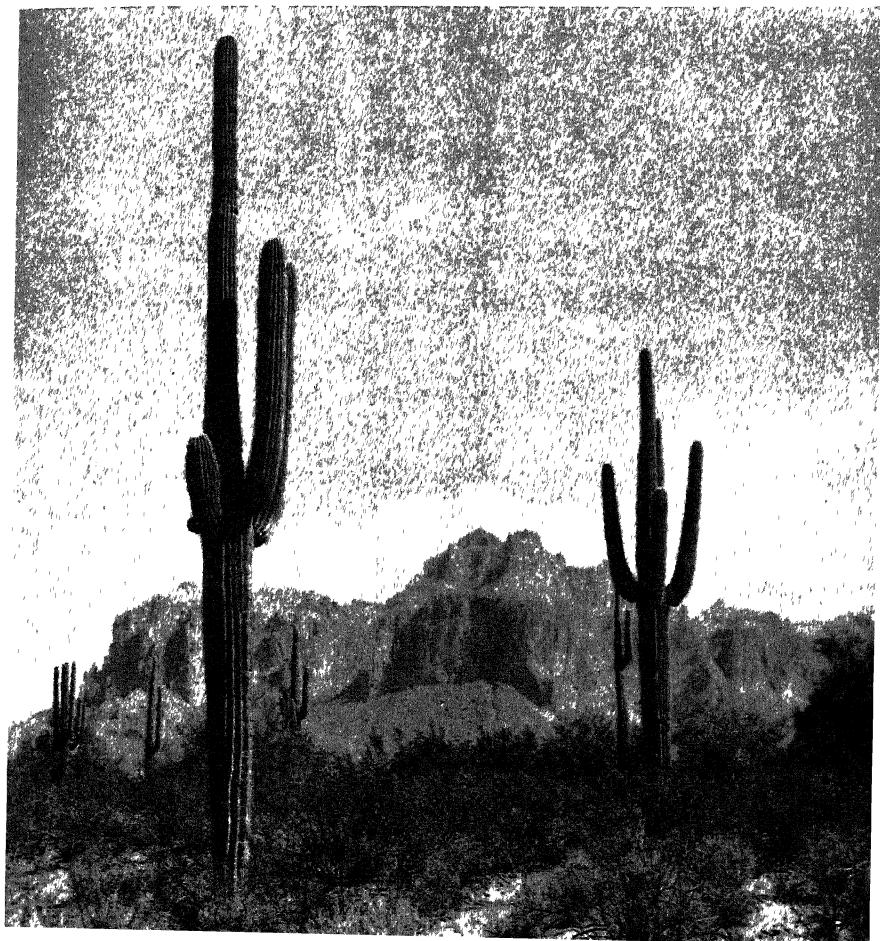
### **Plants Need Water**

Plants and trees lose water all the time through their leaves. On a hot day a large plant may lose about a quart of water. On a summer day a tree may lose two barrels of water. That is why plants and trees need to drink so much water through their roots.

Some plants in very dry places have small leaves or no leaves at all. You can see this kind of plant in the picture below.

Some of these plants look like barrels. They can hold water like barrels. When it rains, they store up enough water to last until it rains again.

Plants cannot live without water. Have you ever seen a garden or a farm during a very dry summer? What happens to the plants?





### **Animals Need Water**

Do you have a dog or other pet? Then you know that animals must have plenty of clean water to drink. That is the first rule in taking good care of your pets.

Did you ever forget to give your dog or horse a drink? If you did, then you know how glad he was to get the water when you gave it to him.

## We Need Water

Like plants and animals, we need water—  
to help us grow.  
to keep us well.  
to keep us clean inside.  
to keep us clean outside.  
to keep our clothes clean.  
to keep our houses clean.

We should be sure to drink enough water.

The middle of the morning is a good time to  
take a drink.

When we go out to play, we can stop and get  
a drink.



## The Surprise

One day Patty's mother said, "When you go to school Monday, you will find a surprise."

"A surprise!" said Patty. "Who put the surprise there?"

"The mothers of the children in your class," said Patty's mother.

"Did they buy it?" asked Patty.

"Yes, they made things to sell and made enough money to buy it. It is something for the children to use every day."

"I can't guess what it is," said Patty.

"You'll see it on Monday," said her mother.

Patty went to school early Monday morning. Miss Hill and some of the children were there. They were looking at something in the back of the room. Patty ran up to look, too. What do you think she saw?

She saw a shiny white sink with hot and cold water. Over the sink was a jar of soap. On the wall on one side was a roll of paper towels. On the wall on the other side were paper drinking cups. It was just what they needed. They had been wanting it a long time.



"Oh, what a fine surprise!" cried Patty. "Now we can take a drink every time we feel thirsty."

"The new cups will help us to remember to drink at least four glasses of water a day," said Bobby.

"Now we will never, never drink from a cup some other person has used," said Jane.

"And now each of us will wash our hands before eating lunch," said Jerry.

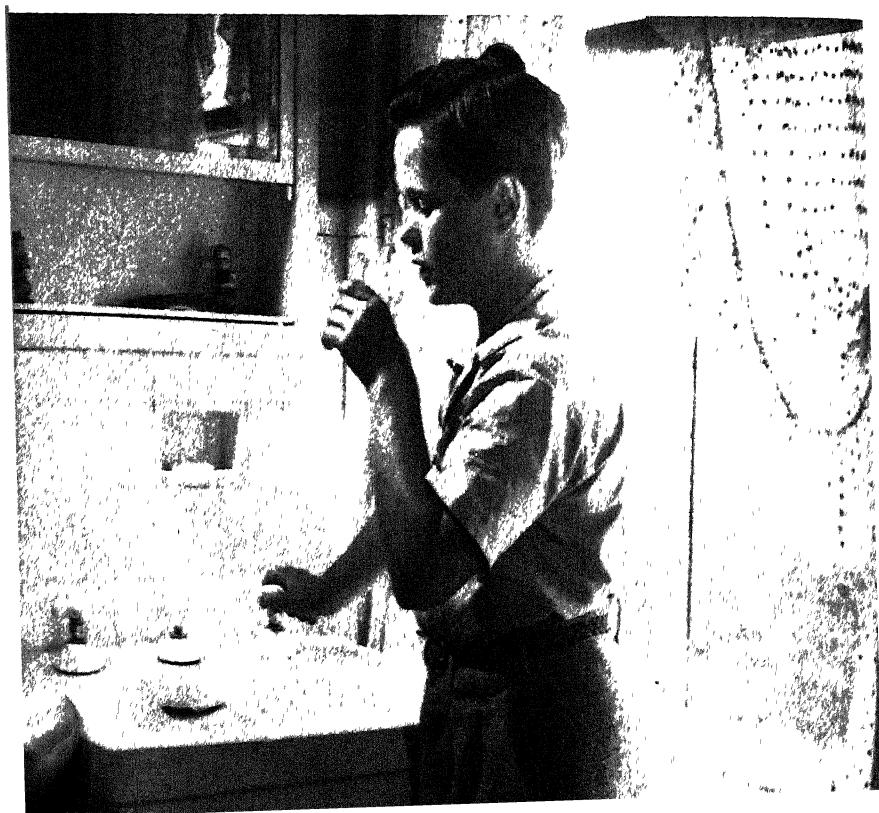
"Let's write letters to our mothers and thank them for this surprise," said Patty.

"And let each one send his letter to another child's mother," said Nancy.

And that was the first thing they did.

### Water Through the Day

A good way to begin the day is with a glass of water. You will want another glass during the morning and another during the afternoon. Take a drink at other times during the day when you are thirsty.





But never try to "drink the well dry." You can have too much of any good thing.

You need more water on hot days than on cold days. Why?

Water with meals is all right, too. But don't take a drink to wash down your food. Chew the food well before you take a drink.

A man who takes good care of his horses said, "I don't give them cold water to drink after they have been running." That is a good rule for people, too.

In the picture on this page Jerry is using the drinking fountain in the right way. Tell all the things he is doing right.

## *Find Out for Yourself*

1. Plant six sweet-pea seeds in three flower pots.

For one pot write a sign that says, "Water every day."

Give that pot water every day. For the second write, "Water every week." Give that pot water every week. For the third write a sign that says, "No water." Do not water that pot at all.

Put the three pots in the same sunny window. Watch each pot. In which do the sweet peas grow the best? Do they grow at all in the pot that is not watered?

2. Do we lose water into the air as plants and trees do? How do you know?

### *Why — Because*

Why does Mother say, "Don't take a drink of water when you have food in your mouth?"

Because—If you have not finished chewing the food, you will wash the food down before it was well chewed.

Why should children keep their hands away from the water in a drinking fountain?

Because—Some germs from their hands might get into the water.

### *For You to Do*

1. Make pictures showing water that is safe to drink and water that is not safe to drink.

2. Find out if the water in school is safe to drink.

## *UNIT VIII*

### *Food for the Day*

This is what other children say.

“This year we want to learn more about food.”

“We want to learn to eat the right kind of food.”

“Then we can tell our mothers.”

“Then we can choose a good lunch.”

You can learn right now:

What to eat for lunch.

What to eat for supper or dinner.

How to eat and how to rest after eating.



## **Lunch Time in Mary's School**

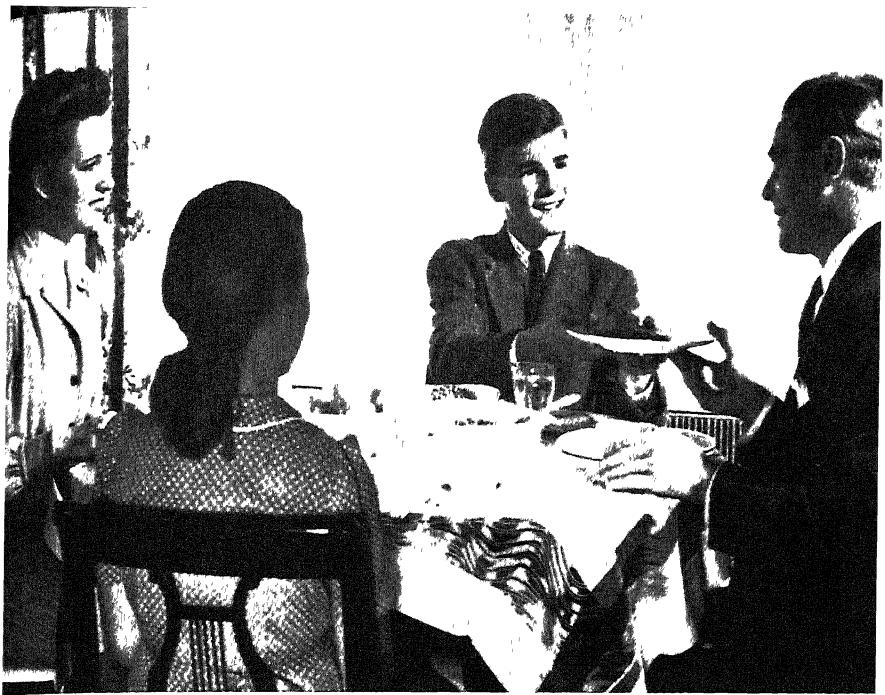
In Mary's school the children brought their lunches from home. On warm days they ate out of doors. It was like having a picnic every day. They learned:

- to choose good foods for lunch.
- to wash their lunch boxes clean with hot water.
- to wash fruit and vegetables before they put them in the lunch box.
- to wash their hands before eating.
- to be friendly.
- to be jolly and happy while eating.
- to keep the picnic place clean.
- to pick up bits of food and paper.
- to rest after eating.

## **Lunch Time in Bobby's School**

In Bobby's school the children could buy their lunches at the school lunchroom. They learned:

- to choose good foods.
- to take time enough to eat a good lunch.
- to be happy while eating.
- to wash their hands before eating.
- to leave their tables neat and clean.



### Bill's Dinner at Home

In Bill's school the children went home for lunch. Some of them had their dinner at noon and their supper at night. They learned:

- to go home quickly.
- to wash their hands before eating.
- to eat all the good food their mothers had cooked for them.
- to chew their food well.
- to take enough time to eat their good dinners.
- to eat enough, but not too much.
- to walk back to school slowly.

## Buying Food for the Day

“Dick and Nancy, will you go to the store for me?” Mother asked one day. “As soon as you come back you may go out to play.”

“All right, Mother,” they said. “What shall we buy?”

Mother told them that there are seven kinds of food we need to eat every day:

1. Green and yellow vegetables.
2. Oranges, tomatoes, or grapefruit, and salad greens.
3. Potatoes and other vegetables and fruits.
4. Milk and foods made from milk.
5. Meat, chicken, fish, eggs, nuts, dried beans, or peas.
6. Bread, cereals.
7. Butter, or margarine with vitamin A added.

“The milkman brought three quarts of milk this morning, so you will not have to buy any,” she said. “We are going to have fish instead of meat for dinner today. Where will you go to buy fish?”

“I’ve seen fish at the meat market,” said Dick.

“We can buy most of the food at the big grocery store,” said Nancy. “Let’s go there first.”

At the store Dick got a basket pushcart. Nancy went to look at the vegetables and fruit. She picked up some yellow carrots and a head of green cabbage.

"Now we need a dozen oranges," said Nancy.  
"And here they are."

"The bread and rolls are over there," said Dick.  
"Let's buy them next."

"Bread makes me think of butter," said Dick.  
"Mother said to get a half pound of butter and a  
pound of margarine. And here they are."

"What does it say on the margarine box?" asked  
Nancy.

"It says, 'Vitamin A added,'" said Dick. "I won-  
der what that means."

"Let's ask this man," said Nancy.

The man smiled when the children asked him  
their question. "It means that margarine now has  
the same vitamin A as butter," he told them.

By that time the basket pushcart was full. They  
waited their turn to pay for all the things they had  
bought.

Then home they went, each carrying a big bag  
of food.

## Building Meals

One day all the children in Bobby's class brought in pictures of food. They put their pictures in piles on a long table.

In one pile they put pictures of milk and foods made with milk.

In another pile they put pictures of many kinds of cereals and bread.

In another pile they put pictures of oranges, tomatoes, and cabbage.

In another pile they put pictures of green and yellow vegetables.

In another pile they put pictures of potatoes and other fruits and vegetables.

In the next pile they put pictures of meat, fish, and eggs.

In the last pile they put pictures of butter and margarine.

"Let's build lunches and dinners with these pictures," said David.

"We must have some food from each pile every day," said Patty.

"Now see what good meals you can build," said Miss Hill.

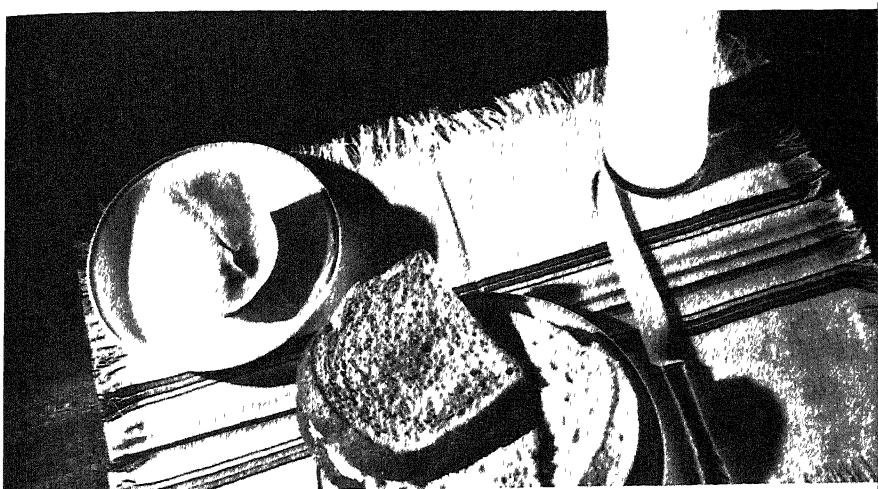
## Patty's Lunch and Dinner

Lunch: Cream cheese sandwiches made with  
whole-wheat bread

A glass of milk

A large ripe peach

Dinner: Baked potato, green beans, egg  
Whole-wheat bread and butter  
Baked apple and a glass of milk





### Bobby's Dinner and Supper

Dinner: Tomato soup, crackers

Lamb chop, baked potato, spinach

Fruit cup, cookies

A glass of milk

Supper: Lettuce and tomato sandwiches

Custard and cream

### **Jim's Lunch and Dinner**

Lunch: Peanut-butter sandwiches made with  
whole-wheat bread  
A glass of milk and an apple

Dinner: Macaroni and cheese  
Cabbage and carrot salad  
Whole-wheat bread with butter  
Ice cream and a glass of milk



As soon as Miss Hill said to each child, "That's a good meal," he pasted his pictures on a piece of paper.

"Do you know why these are good meals?" Miss Hill asked.

"They have the 'big three,'" said Bill. "Fruit, cereal or bread, and milk."

"They have the 'super seven,'" said Jim, laughing.

"They *don't* have tea or coffee," said Jean.

"And these meals *don't* have a lot of sweet foods," said Patty.

"Let's put the lunches in the lunchroom for all the children to see," said Bill.

"And do you want to show your dinner pictures to all the mothers and fathers? They are going to have a meeting at school today."

"We can put our dinner pictures on the walls of the room where they are going to have their meeting," said Patty.

"My mother is coming," said Jim.

"Would you like to learn a poem for the meeting?"

"All right," said Jim, "if it isn't long."

“It isn’t very long,” said Miss Hill.

“The poem is about a boy. At first he would not eat the good food that his mother gave him.”

### A Dinner of Air

A boy once said, “I do not like  
These beans and baked potatoes.  
I do not like brown bread or fish.  
I will not touch tomatoes!”

His mother smiled and said, “Perhap  
You’d like an empty plate  
All clean and white; so while we eat,  
Sit quietly and wait.”

He waited there until the end.  
He thought that would be smart.  
But he received an empty plate  
Instead of apple tart.

A hungry boy went up to bed.  
He dreamed of plates of food.  
Next day at every meal he cried,  
“Oh, everything looks good!”

### *Find Out for Yourself*

1. Find out the difference (*a*) between whole-wheat bread and enriched white bread, and (*b*) between butter and margarine.
2. Think of the seven kinds of food you need each day. Jim called them the "super seven." You will find them named on pages 132 and 134.
3. Here are two days' meals. Add to each of these meals the food that will make it more healthful.

#### *First Day*

Orange juice  
Egg  
Milk

#### *Second Day*

##### BREAKFASTS

Oatmeal  
Toast and butter

##### LUNCHEES

Vegetable soup  
Bread and butter

Milk

##### DINNERS

Boiled rice  
Lettuce and cabbage  
Grapes

Lamb chop

Bread and butter

Now look back at the two days' meals. Do you have some of all the seven foods both days?

4. Look at the pictures of children's lunches. Find the "super seven" in these lunches.

### ***Why — Because***

Why is it better to eat more fruit and less candy?

Because—Fruit helps you to keep healthy.

Candy is bad for the teeth.

Too much candy makes us sick.

### ***For You to Do***

1. Seven questions: To how many of these questions can you truthfully answer "Yes"?

- a. Do you have three or four glasses of milk every day?
- b. Do you eat a good breakfast of cereal, bread, milk, and fruit?
- c. Do you have tomato juice, orange juice, and other foods like this every day?
- d. Do you have one or more green or yellow vegetables every day?
- e. Do you eat sweets only at the end of a meal, not between meals?
- f. Do you have meals on time?
- g. Do you try to make everyone happy at meals?

Talk over all of these questions with your mother or father. Ask them to help you answer "Yes" to every question.

2. Plan to eat your lunch out of doors on many fine days.
3. Rest or play quiet games after eating.



4. If you live in the country or in a small town, ask your mother and father if you may keep chickens. You can feed them and bring in the eggs each day. If you take good care of your chickens, they will lay an egg for everyone in the family every day.

5. If you live in the country or in a small town, find out if the children are getting the vegetables they need. If they are not, sell vegetable seeds to the families. To get people to buy the seeds, talk to them about the vegetables children need to keep well. Show them pictures of poor meals without vegetables and good meals with vegetables.

## **UNIT IX**

### **Ways to Have Good Teeth**

Everyone wants fine white teeth because:

- they look so pretty.
- they help you chew your food.
- they help you to talk clearly.
- they never hurt.
- they help you to keep well.

Let's read to find out how you can have fine white teeth.



## A Loose Tooth

Betty had a loose tooth. So she went to the dentist.

“What makes my teeth get loose?” she asked.

“They are being pushed out by the teeth growing under them,” the dentist told her. “That is why your first teeth get loose and come out.

“Your first teeth came in when you were little. By the time you were two and a half years old, you had about twenty of them. Now your first teeth are beginning to get loose and make way for your second teeth.

“Your second teeth began to come in about the time you began to go to school. By the time you are grown up, you will have thirty-two of them. They will last you all your life if you take good care of them.

“Now let me look at that loose tooth of yours.”

While the dentist was talking to Betty, he had been washing his hands. Now he was ready.

Betty opened her mouth and showed him the loose tooth.

The dentist gave it a little pull. Out came the tooth! How little it was! But how big it had felt!



"Now," said the dentist, "one of your second teeth will soon take its place.

"It is like a game of follow-the-leader. The first teeth are the leaders. The second teeth follow them. The first teeth help the second teeth come in straight. Take care of your first teeth so that they will be good leaders.

"That is all for today, Betty. Come in again in six months."

"Why?" asked Betty

"So we can find any small holes and fill them before they get big," said the dentist. "A little hole grows big quickly. It may become so big that I will have to pull out the tooth. If it were the front tooth, you wouldn't have that pretty smile. If it were a back tooth, you couldn't chew so well."

"I'll come again in six months," said Betty.

"You take good care of your teeth, Betty," he said.

She liked the dentist. They were good friends. He told her when it was going to hurt a little, and she never made a fuss. The way he talked to her made her feel grown-up. Coming to the dentist's alone also made her feel grown-up.

## “Little Foxes”

Six months later Betty went to the dentist's again. After he had looked carefully at all her teeth he said, “What do you think I found?”

“A loose tooth?” asked Betty.

“No, a little fox!” said the dentist, laughing.

“A little fox!” said Betty, laughing with him.  
“What do you mean?”

“You know how sly a fox is. A hole in a tooth is like a sly fox. If you don't find it early, it will make trouble. You may lose your tooth.”

“And you found a hole in one of my teeth?” asked Betty.

“Yes,” said the dentist. “A tiny hole in one of your second teeth.”

“One of my teeth that should last me all my life?” asked Betty.

“That's right,” said the dentist. “We found this hole before it got big. I can fill it now and the tooth will be almost as good as new.”

“I am glad you caught that little fox in time,” said Betty.

When did you see your dentist? When did he tell you to come again? Is it time you went again?

## A “Tooth Day”

Many other children in Betty’s class were losing their first teeth and getting their second teeth. So one day Betty said, “Let’s have a Tooth Day.”

The children laughed.

“A ‘Tooth Day!’ ” they said, “What a funny kind of day! Tell us about it.”

“Well,” said Betty, “children in the first grade are losing their first teeth, too. We can tell them all we know about teeth. We will help them to take good care of their teeth.”

For a week they were busy getting ready for their “Tooth Day.” Each child made a picture about teeth. Each picture told about one way to take good care of the teeth. They were all things the children themselves could do.

Now they were ready to give their picture show. They got in line and went to the first-grade room. Each child carried the picture he had made. Then, one by one, they walked slowly in front of the first-grade class.

Patty was first in line. She stopped and held up her picture so that all the little children could see it. It was a picture of glasses of milk.



"Milk is a builder. It helps to build good teeth,"  
Patty said. "Drink three or four glasses of milk  
every day."

Jerry held up his picture of fruit and vegetables.  
"Oranges, tomatoes, green vegetables, and other  
vegetables are builders. They help to build good  
teeth," he told the children. "Ask your mother to  
give you some orange juice or tomato juice every  
day."

Peter held up his picture of lettuce, cabbage,  
and other raw vegetables and fruits.

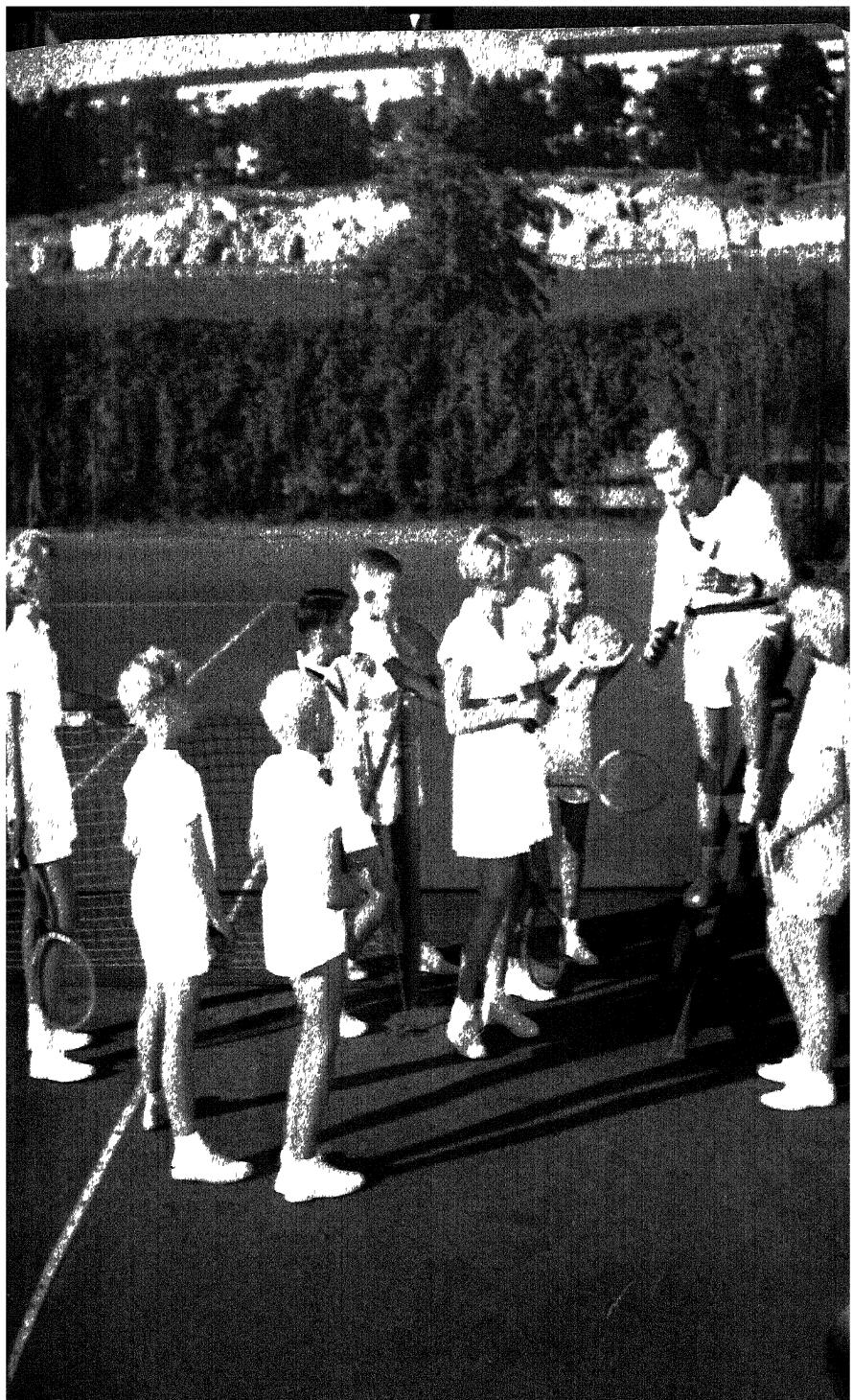
"Sweets and poor teeth go together," Peter said.  
"So eat less candy, pop, and cake. Fruit is much better.

"These vegetables and fruits are good for the teeth in three ways:

1. They help build teeth.
2. They act like little brushes; they clean the teeth as you chew.
3. Chewing them helps to make room for your second teeth.

"Remember: candy and other sweets are bad for the teeth. Fruit and vegetables are good for the teeth."







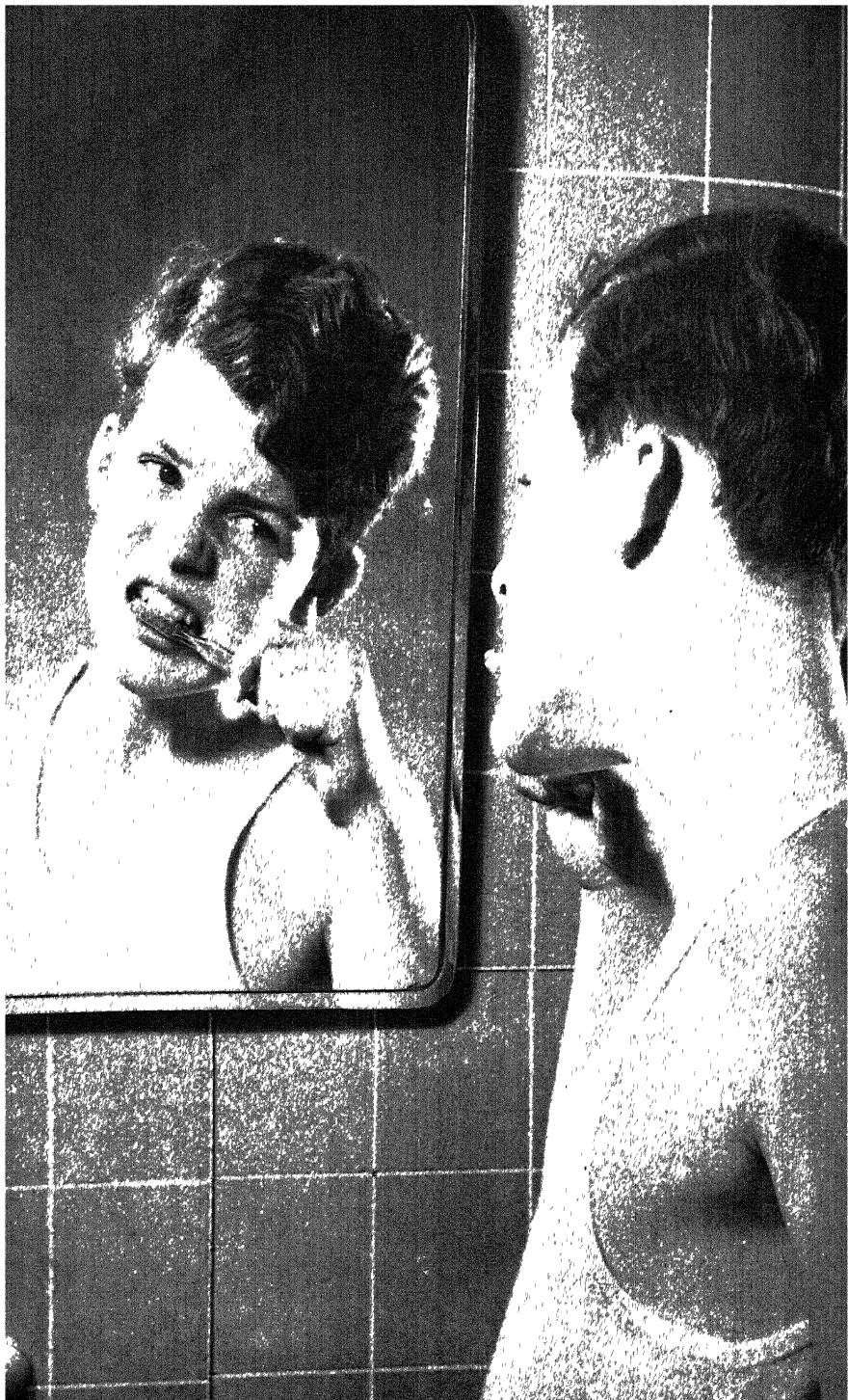
Father helps with the marketing.



Jim held up a picture of children playing in the sunshine.

"Sunshine is a builder," Jim told the first grade.  
"Sunshine helps to build good teeth."

"Play in the warm sunshine every day. But be careful not to get sunburned on hot days."



David held up his picture of a boy brushing his teeth.

“Use a toothbrush to keep the teeth clean,” David told the first-grade children. “When we eat, food gets between the teeth. You have to brush it out.

“After each meal your mother washes the dishes, doesn’t she?”

“Yes!” said all the children.

“And *you* should wash your teeth after breakfast, after lunch, and after supper,” David told them.

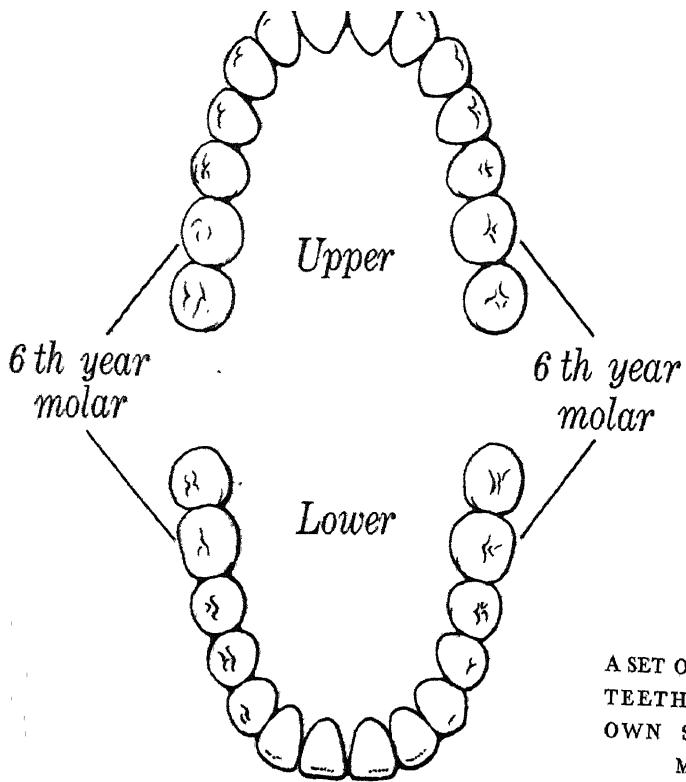
That was the end of the picture show. The first-grade children clapped and clapped.

“Thank you,” they said. “That was a fine picture show. Come again, come again.”

“We will,” said the third-grade children. “And next time we will give a play for you.”

A few days later, the third-grade children had a party for their fathers and mothers. They gave their picture show again. The grown-ups liked it, too.

“Tooth Day” was one of the best days of the year.

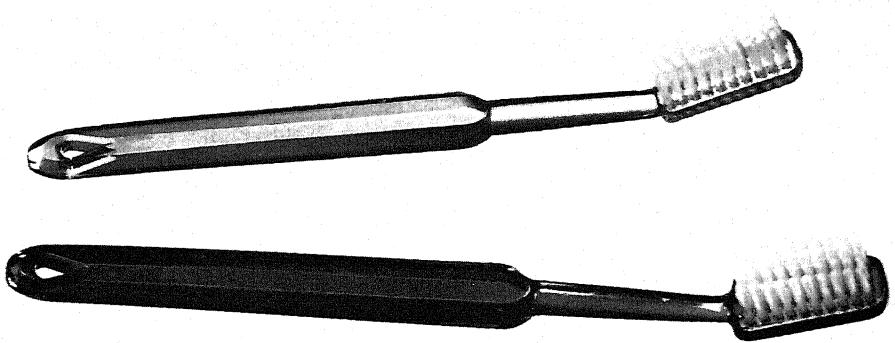


A SET OF PERMANENT  
TEETH. FIND YOUR  
OWN SIXTH-YEAR  
MOLARS.

### *Find Out for Yourself*

Here is a picture of your second teeth. How many are there? There will be four more when you are much older. The four white teeth came in first when you were about six years old.

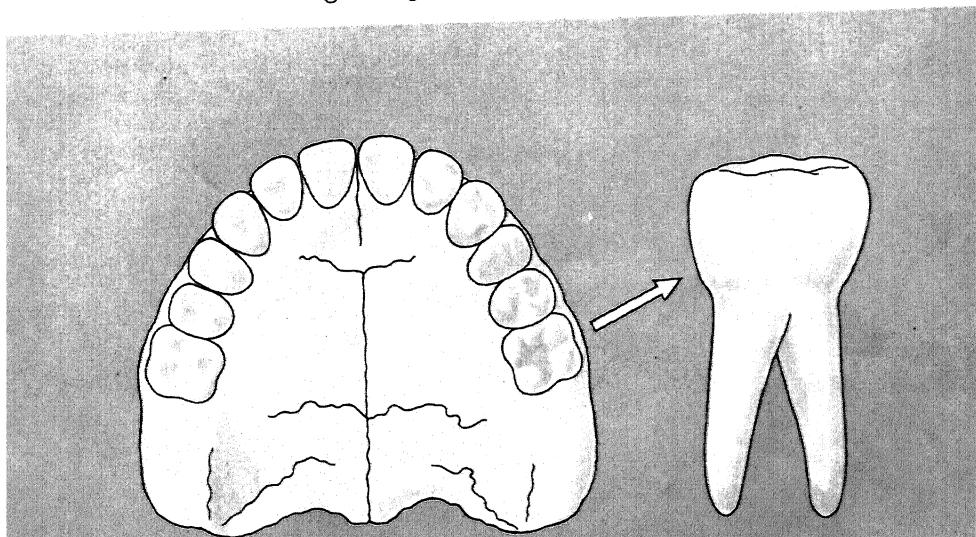
Look at the picture at the bottom of the next page. It shows two kinds of teeth. Ten of these teeth are used to cut food. Two of these teeth are used to grind food. The "grinders" look like the tooth on the right. Find the two "grinders" in the picture. Find the "grinders" in your own mouth. Tell how your teeth help you to chew food well.



### The right kind of toothbrush

There are many kinds of toothbrushes. If you were going to buy a toothbrush, what would you say to make sure that you would get one like those in the picture above? Look at it carefully. You will notice that the bristles are spaced evenly, and that the part that holds the bristles is slanted so that it will fit around the teeth easily.

Find the two grinding teeth. What are they called?





### *Why — Because*

Why should you go to the dentist to have your teeth checked every six months?

Because—He may find holes in your teeth and fill them before they get big.

He will help you keep your first teeth until your second teeth are ready to come in.

He will help you have fine white teeth and no toothaches.

Why should you be sure to brush your teeth after every meal?

Because—Clean teeth feel good.

Clean teeth look fine.

Clean teeth last longer.

Clean teeth do not ache.

Why are vegetables and fruit good for the teeth?

Because—Fruit and vegetables help build teeth.

Raw fruit and vegetables help keep the teeth  
and gums healthy.

### *For You to Do*

1. Help your class make a picture show about the teeth. Give your picture show to some little children, as Betty, Jerry, and the other children in the story did.

2. Write a play about teeth to give for little children.

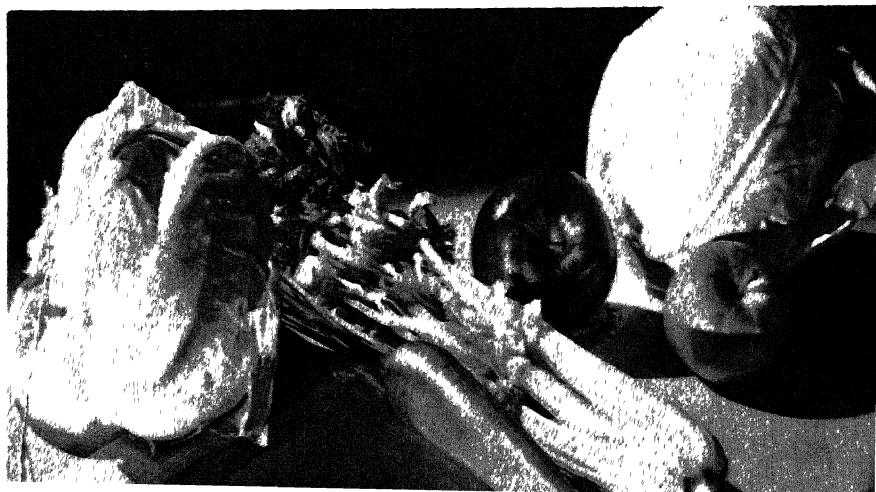
It might begin like this:

Six children with white pillow cases over their heads stand in a row. They are six fine, white teeth.

One tooth says: "Where are our between-meals friends?"

A child dressed like a stick of candy runs up and says, "I am candy! I am your friend!"

All six teeth cry out: "Not between meals! You are not our between-meals friend."



A girl in a white dress comes out and says, "I am milk. I am one of your best friends."

A boy in a red shirt says, "I am an apple. I am a between-meals friend."

A girl in an orange dress says, "I am an orange. I am a between-meals friend."

One tooth says, "Where is that little fellow named candy? He cannot do much harm right after a meal, if—"

Candy comes in followed by a boy dressed like a toothbrush. Candy says, "I know what you mean by *if!* *If* I come right after a meal! *If* I am followed by a toothbrush!"

All the teeth laugh. One tooth says, "You do know your place, Candy!"

The play may tell about other good friends of the teeth.

3. Brush your teeth (*a*) right after breakfast, (*b*) right after lunch, and (*c*) right after supper.

4. If you eat lunch at school and cannot brush your teeth after eating, rinse them well. Swish the water all around and between your teeth.

5. Write on a piece of paper all the things the children told the first grade to do. Which of these things do you do? Write "I do this" after each of the things you do. Ask your mother to help you do the hard ones.

6. See how many times this week you can choose fruit instead of candy and cake. Tell the class.

## **UNIT X**

### **After School: Play, Work, Rest**

What shall I do after school? Where shall I play? What shall I get to eat? What is the most fun? How can I be a good sport? How can I play safely? How can I help Mother and Father? When should I rest a while?

Here are three stories. Let's read them to find good ways to spend our time after school every day.

You can make after school a happy time for yourself and others.



## Fruit Is Best

At lunch time Jerry's mother had given him ten cents. "You may buy anything you like with it after school," she said.

Now school was over. Judy came up to him with one hand behind her back and said, "Guess what I have."

"A new ball?" asked Jerry.

"No."

"Some candy?"

"No."

"Ten cents?"

"Yes," said Judy. "Here it is."

"I have ten cents, too," said Jerry.

"What are you going to buy with yours?" asked Judy.

"I don't know. What can we buy for ten cents?"

"We could buy some candy," said Judy, stopping to look in a candy store.

"But Father said we should not eat candy between meals," said Jerry.

"We could buy a little cake."

"But that's a sweet, too. Let's think of something else that we'd like to eat."



“Well, what can we buy for ten cents?”

“Why not buy some fruit?” said Jerry, stopping at a fruit store. “Look at all this fine fresh fruit!

“Let’s buy that big red apple. See, it costs just ten cents.”

“All right,” said Judy. “Let’s buy it. We can each have half of it.”

“There’s a fine pear for ten cents. Let’s buy that, too,” said Jerry.

So they bought the apple and the pear.

A little later Bill came along.



Bill had ten cents, too.

"I'm going to keep my ten cents," he said. "I want to buy a new ball later. Good-by, now. This is the afternoon I help my father. We are going to clean up the back yard today."

When Jerry and Judy reached home, Judy said, "Wait for me, Jerry, while I put on my play dress."

She was back in a few minutes.

Then Judy washed the apple and pear. Jerry cut them in halves. He gave Judy one half of each fruit and kept the other half for himself.

After they had eaten the apple and pear, Judy and Jerry played out of doors with their friends. They went home at five o'clock.

At supper Jerry's mother asked, "How did you spend your ten cents, Jerry?"

"I bought a fine big pear," said Jerry. "Judy bought an apple. I gave half my pear to her and she gave me half of her apple."

Jerry's father said, "That was a fine way to spend ten cents. I'm glad you bought fruit instead of candy or other sweets."



## Donald Becomes a Good Sport

Donald and his friends had a ball team. They played every afternoon.

"You play in the field today, Donald," said Captain Ted.

"I want to be catcher," said Donald.

"But Jim is catcher now," said Ted.

"Then I won't play," cried Donald.

"Oh, be a good sport," said Ted.

"We want good sports on this team," said the other boys.

They began playing without him.

Donald walked slowly home alone. When he got home he asked his big brother, "What does a good sport do?"

"A good sport? Why, a good sport does what the captain tells him to do," said his brother.

"A good sport knows the rules of the game.

"A good sport obeys the rules of the game.

"A good sport helps his team win.

"A good sport does not blame others.

"A good sport plays fair.

"A good sport practices so he will play well."

"I want to be a good sport," said Donald.



"You can learn to be a good sport and a good player," said his brother. "Come on out and I'll help you."

So Donald played ball with his brother every day that week. He learned to catch fast balls and slow balls.

The next week Donald said to Ted, "Do you want me to play in the field today?"

"Sure," said Ted. "We need you."

At first no balls came near Donald. Then a slow one came toward him.

Donald kept his eye on the ball. He ran to meet it. He caught it.

“Good catch!” the boys shouted.

Donald’s team won the game.

By the end of the year Donald had learned to be a good sport.

He did what the captain told him.

He knew the rules.

He obeyed the rules.

He helped his team to win by being a good player.

He became a good player by getting practice.

He did not blame others if his team lost.

### Riding a Bicycle Safely

Jerry and Patty wanted a bicycle more than anything.

“You will have to pass a test before I buy you a bike,” said Father. “Learn how to ride a bicycle safely. Then I will give you the test.”

Jerry and Patty began to study for the test right away.

The next week they came to their father and said, “Now we are ready to take the test.”

“All right,” said Father. “The first question is: On which side of the street should you ride?”

“Way over on the right side,” said Jerry.

“Yes,” said Father. “When you want to cross a street, what should you do?”

“Stop if the light is red; ride across carefully when the light is green,” said Patty.

“Good so far,” said Father. “But some streets have no red and green lights. What would you do then?”

“We would look up and down the street and cross when no cars are coming. If it is a busy corner, we should get off our bike and walk across the street.”

“So far, so good,” said Father. “Here is another question: What should you do if you are going to stop or turn a corner?”

“I know,” said Jerry. “I’d make a signal with my left hand.”

“I see you know how to ride a bicycle on the street,” said Father. “Now, how will you keep from having falls?”

“We will get off and walk on very bad roads,” Jerry said.



"We will not ride down high hills," said Patty.  
"Or hang on the back of a wagon."

"We will keep our hands on the handle bars,"  
said Jerry.

"Very good," said Father. "Now tell me how you  
will take care of your bicycle at school."

"We will stand it up in the place made for  
bicycles," said Patty.

"We will not ride our bike on the playground,"  
said Jerry.

"Right again," said Father. "You know Mother  
and I can buy only one bicycle. How are the two  
of you going to ride it?"

"Look out, Patty. That's a catch question," said  
Jerry.

"I know, I know," said Patty. "Jerry and I will  
not ride it at the same time. We will take turns.  
And we will not let anyone ride on the handle  
bars."

Father laughed. "I guess you two are going to  
pass the test.

"There are only two more questions: Where  
are you going to ride your bicycle?"

"Only on quiet streets," said Patty.

"Not on steep hills," said Jerry.

"Not on the sidewalk," said Patty.

"And not in between two cars," said Jerry.

"When are you going to ride it?" was Father's last question.

"We will never ride after dark," said Patty.

"Until we get older," added Jerry.

"All your answers are right," said Father. "You know how to use a bicycle. You have passed the test."

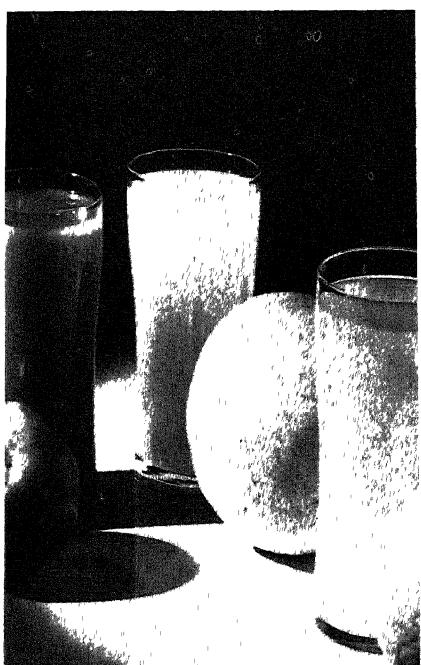
"We never studied for any test so hard before," said Jerry, laughing. "We asked the policeman to tell us all the rules for riding a bicycle safely. We wrote them down and learned them."

The next week the new bicycle came. It was a boy's bike, but Patty could ride it fine in her blue jeans. Jerry and Patty took turns riding it. They were so happy to have it that they never quarrelled over it.

They obeyed all the safety rules. Everyone said, "Jerry and Patty are the youngest children to have a bicycle and they are the most careful in riding it." They had lots of fun with their bike, and no accidents.

### *Find Out for Yourself*

1. Think of some time when you ate candy between meals. Did you feel like eating all of your lunch and dinner?
2. Which boys and girls does everyone like best? What do you think makes others like them so much?
3. Take part in a study of accidents in your class. Each child will tell about some accident he had while playing. Then the class will tell how to keep accidents like that from happening again.
4. Look at the picture below. It shows four different kinds of drinks. On the left are tomato juice and fruit juice. On the right are drinks with alcohol in them. Which are good drinks? Which drinks should you never take?



### *When?*

When is candy bad for you?

Candy is bad for me:

When I eat it between meals.

When I eat it instead of fruit, vegetables, and other good food.

When it sticks to my teeth

When I eat more than one or two pieces at a time.

### *Why — Because*

Why should people say "No" when they are asked to take drinks with alcohol in them?

Because—Drinks with alcohol in them cause accidents.

They may make some people do things they are sorry for later.

Drinks with alcohol in them cost a lot of money.

This money could be spent on good food, better clothes, and good fun.

Some people cannot stop buying drinks with alcohol in them. They drink more and more.

Why did the boys want Donald on the team the second week?

Because—They needed another player.

Donald was ready to do what the captain wanted.

He had learned to catch fast balls.

He could help their team win.

### ***Yes or No?***

Where should you ride a bicycle?

On quiet streets?

On busy streets and corners?

On the right side of the street?

Down high hills?

On the playground where children are playing?

On the sidewalk where people are walking?

On a country road?

### ***Test Yourself***

Which is right, *a* or *b*?

1. The best time to eat candy is:
  - a.* between meals.
  - b.* at the end of meals.
2. Which is better?
  - a.* Candy is better for us than fruit.
  - b.* Fruit is better for us than candy.
3. Drinks with alcohol in them:
  - a.* are good for us to take.
  - b.* are bad for us to take.
4. Other children like you:
  - a.* when you help them to win.
  - b.* when you always want your own way.
5. Busy streets are:
  - a.* good places to play ball.
  - b.* bad places to play ball.

### *For You to Do*

1. If you feel hungry after school, choose fruit, or fruit juice, instead of cake, candy, or "soft" drinks.
2. Save your candy for the end of a meal. Candy should be "after-dinner candy." And after eating, brush your teeth.
3. Have a happy time at a party. Don't get sick from eating too much candy. Eat more fruit and less candy. Make a box of candy last a long time by eating only one or two pieces after dinner each day.
4. What are five things a good sport does? Which of these five things did you do in the games you played this week?
5. Do you have a bicycle? If you do, obey all the safety rules that Patty and Jerry learned.
6. Make your own rules for skating. Which are the same as the rules for riding a bicycle?
7. Help make pictures showing the best ways for boys and girls in your class to spend the time after school.

Have some pictures showing children playing.

Have some pictures showing children helping their fathers out of doors.

Have some pictures showing children helping their mothers in the house.

Have some pictures showing children resting or reading or playing quiet games.

## **UNIT XI**

### ***Our Saturdays***

Saturday morning! How will you spend the day?

You may play out of doors with your friends.

You may play out of doors with your pets.

You may help Mother cook or clean.

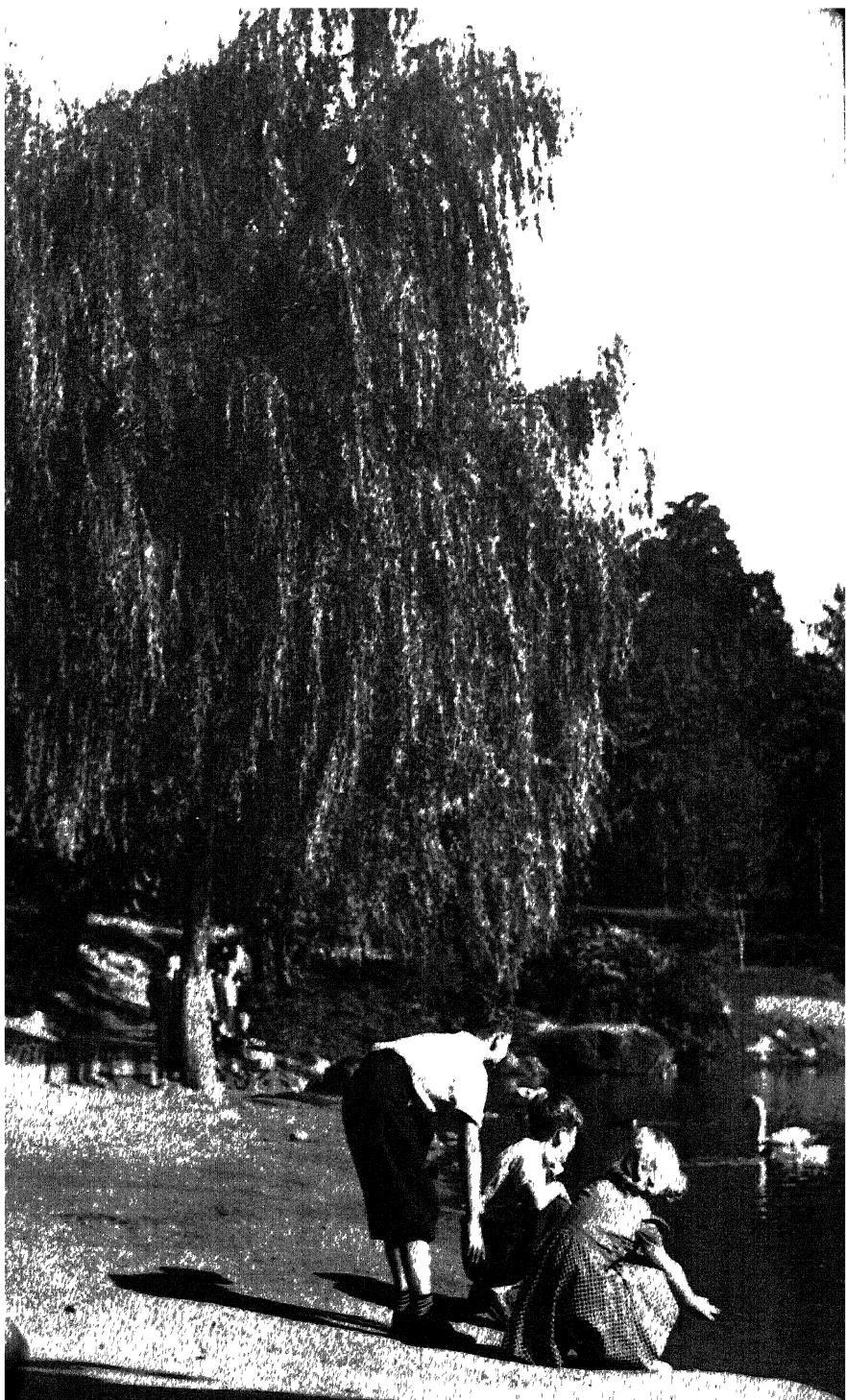
You may help Father on the farm or in the garden.

You may make picture books and things of clay.

You may go to a ball game or a party.

What are the best ways to spend your Saturdays?





### **"Come Out and Play"**

On bright days the sun says, "Come out and play." And the wind says, "Come out and play." And the blue sky says, "Come out and play."

Even the rain says, "Put on your overshoes and raincoat and rain hat. Then you can go walking in the rain like a duck."

Most of the children say, "Yes, I'm coming."

But not Mary. She stayed in the house.

One Saturday afternoon Jean stopped at Mary's house. "Come out and play, Mary," she called.

"I don't want to," Mary said.

"Oh, it's fun to play out of doors," said Jean. "Please come."

So Mary put on her coat and hat and went out with Jean.

When they reached the playground, the children were playing.

"Come and play 'Red Rover,'" they called.

Jean and Mary joined the "Red Rovers."

"We take sides, you see," Jean told her. "We make two lines, like the two sides of a street. You and I will be on this side. We'll be ready to run across when our name is called."

“The person who is ‘It’ stands in the middle. He tries to catch the players as they run from one side to the other. If you are caught you are ‘It.’ Then you stand in the middle and try to catch other players.”

“Red Rover, Red Rover, for Jean to come over.”

Jean started to run over. The child who was “It” tried to catch her. But he didn’t. Jean got safely to the other side.

“Red Rover, Red Rover, for Fred to come over.”

Fred was caught. Now he was “It” and into the middle he went.

“Red Rover, Red Rover, for Mary to come over.”

Mary ran like the wind. She reached the other side.

“Safe!” shouted Jean.

They played out of doors all that Saturday afternoon. They would first play a running game and then a quiet game. One of the quiet games they liked best was “Simon Says.” The players have to do what “Simon Says,” not what the leader says.

“I like those games,” Mary said to Jean, when they went home to supper. “I never thought playing out of doors could be so much fun.”

## Tom Plays Tag

On Saturday morning Tom and his friends were playing tag.

“Tag,” shouted Tom, as he caught up with Fred and touched him.

Fred was “It” now. He ran after Betty and almost caught her. Bill was standing near. All of a sudden, Fred turned and chased Bill and caught him.

“Tag,” said Fred as he touched Bill.

Bill said, “I’m not ‘It.’ You didn’t touch me.”

“I did, too,” said Fred.

“No, you didn’t!” said Bill.

“Oh, be a good sport, Bill,” said Betty. “You got caught and now you’re ‘It.’ Play fair. It’s more fun to play fair, Bill.”

Other children came up to them. “What’s the matter?” they asked.

“Nothing is the matter,” said Betty. “Bill’s ‘It.’ Run, everybody.”

And away they ran. Bill chased Mary. At last he caught her. “Tag,” he shouted.

And he thought to himself, “Betty is right. It *is* more fun to play fair.”

## A Picnic

“Mother,” Sally said, “do you know the Saturdays I like best?”

“When you go to a picture show?” Mother guessed.

“No.”

“When you go for a long auto ride?”

“No.”

“When you go downtown to the stores?”

“No. Do you give up?”

“Yes.”

“I like best the Saturdays when we go on a picnic—you and Daddy and Bobby and I.”

“We can go on a picnic tomorrow, if it’s a fine day!” said Mother.

“Oh, goody!” said Sally.

It was a fine day. The sun was bright; the sky was blue. The radio said it would be clear and warm all day.

Sally helped her mother make the picnic lunch and put it in the lunch basket.

Daddy carried the basket. They found just the right place for a picnic—high and clean and dry. “Like being on top of the world,” said Sally.



"I'm hungry," said Father. "What's in the lunch basket?"

"Guess," said Sally.

"Vegetables and fruit, chicken, bread and butter, and milk."

"Why, you guessed right!" said Sally.

"It's a very good lunch," said Father. "Let's eat."

After lunch they picked up all the papers and bits of food. They left the picnic place clean and pretty.

## A Camping Trip

It was Friday afternoon.

"We're all ready to start," said Father.

"On our first camping trip!" said Jack.

"To the Blue Hills," said Betty.

They drove down the street toward the Blue Hills. In an hour they were there. Before dark they found a beautiful place high up in the hills. They heard the water in a brook near by tinkle over the rocks. Friendly birds sang their evening songs.

Daddy and Jack found a clean, dry place to set up their tent. Then they went to get wood for the fire. Daddy showed Jack how to cut wood, and not cut himself. "We don't want any accidents," he said.

They made a small fire and cooked supper.

How good the meat smelled as it cooked! How good the apples and vegetables looked!

"No one could have a better out-of-doors supper," Betty said, as she was eating.

After they had eaten supper and cleaned up, they were tired. They put out the fire and went to bed. The moon was full. Soon they were fast asleep in the softly shining woods.







Poison ivy

Next morning Betty and Jack went to get wood for the breakfast fire.

"Don't touch those shiny leaves!" Jack cried.

"Why not?"

"They are poison ivy."

"How do you know?" asked Betty.

"Poison ivy has three shiny green leaves close together. Will you know it next time?"

"Yes, I think so," said Betty.

Later Jack said, "What is that plant, Betty?"

"Poison ivy," said Betty.

"You really do know poison ivy now," said Jack.

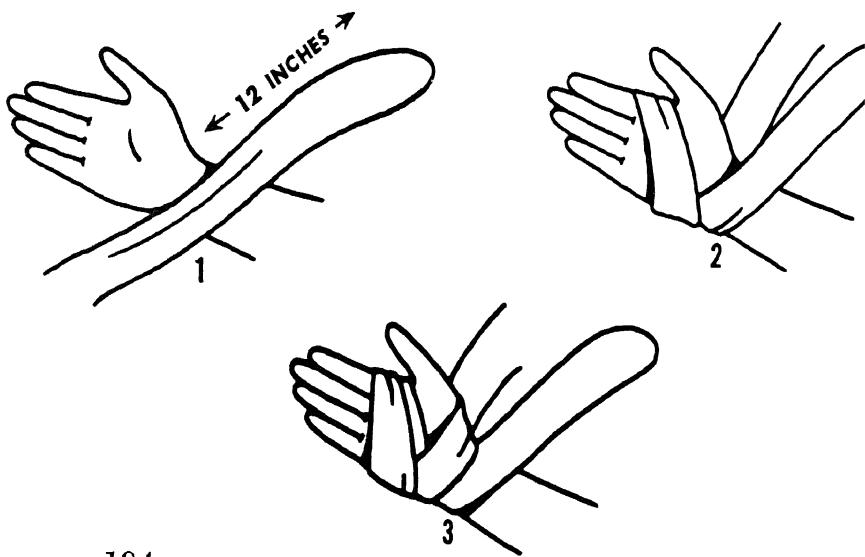
After breakfast they all went fishing. Some of the rocks along the brook were wet. That made them easy to slip on. So everyone walked carefully.

Then they began to fish. Jack felt a fish pull on his line. He jumped up and slipped. He cut his hand on a sharp piece of rock.

"Oh, do I have to go back to camp?" Jack cried.

"No," said Father. "I brought my first-aid kit with me."

He took the first-aid kit out of his pocket. First he washed around Jack's cut with alcohol to kill the germs. Then he covered the cut with a germ-free bandage. "Now, no germs can get into the cut," Father said.



Soon Jack was fishing again. "I've got a bite—a big one," he cried. He pulled in his line. And what do you think he had caught? Not a fish; a turtle! "I'll let the turtle go," he said.

Next time he caught a fine fish.

After they had caught enough fish for lunch, they walked back to camp. Jack went first. Betty was right in back of him. Jack held back the branches so that they would not swing back and hit Betty.





When they came back to camp Father said, "See if any wood ticks have caught you! Wood ticks are tiny animals. They dig into the skin and make you want to scratch and scratch. They can make a person very sick."

"Here's one in my arm," said Jack.

Father pulled it out carefully and put iodine in the small hole that the wood tick had made in Jack's skin.

They came home Saturday night, tired and happy.

"I like to go camping," said Jack. "It's fun to go fishing. Just think! You catch your own food and cook it. And, boy, does it taste good!"

"I like camping, too," said Betty. "The sky seems so near and the trees seem so friendly."

### Way Up the Mountain

The same Saturday two of Betty's friends started to climb a mountain. Whenever they felt tired, they would stop and rest for a few minutes.

Way up they saw the top of the mountain against the sky. They did not reach the top, but they had a fine climb and a fine Saturday.

## A Place to Play

“I’m tired of hearing people say ‘Don’t,’ ” said Jerry.

“Don’t play ball in the street.

“Don’t run out into the street when you’re playing.

“Don’t ride your bike down hills with rocks on them.

“Don’t throw stones and snowballs.

“Don’t run and fall; look where you’re going.

“Don’t, don’t, don’t!”

“I feel the same way. I wish people would say ‘Do’ more often,” said Bill.

“I wish we had a good place to play,” Helen said.

Jerry’s father heard what they said.

“I know how you feel,” he said. “You want to do things yourselves. You don’t always want to be told what to do. Would you spend some of your Saturdays helping to make a place to play?” he asked.

“Yes, we would,” they all said.

“Ted’s father told me you could use his lot for a playground.”

"Oh, boy!" said Jim. "Let's get to work on it."

First, they had to clean it up. They worked hard all morning picking up old boards, sticks, stones, and papers. They picked up the pieces of broken glass very carefully and put them in a can where they could not cut anyone.

Some of the older boys and girls came by.

"What are you kids doing?" they asked.

"We're making a playground."

"Fine, we'll help you," they said. And they did.

That evening the children and their fathers went over to Ted's house to plan the playground.



"We could plant grass and trees on one half of the lot. That would make a fine place for picnics."

"Could we build a pond?" asked Bill.

"Yes," said Ted's father. "I can show you how to build a little pond."

"A pond to skate on in winter!"

"A pond to sail our boats on in summer!" said Helen.

"We can have a merry-go-round."

"And swings."

Everyone was excited about the new playground.

Everyone helped.

Ted's father, with some help, built the little pond. Jerry's father and one of his friends built the merry-go-round. The older boys and girls came over to work after school. Helen's mother, who lived nearby, brought the workers fruit.

Everyone had a good time working on the playground.

"Do you know," said Helen, "making a playground can be as much fun as playing in it."

"Work and play can both be fun," said Ted's father.

## A Safety Saturday

“This is the day!” said Anne to her brother, Ted, at breakfast.

“This is the day for what?” asked their mother. “Not something to make more work for me, I hope.”

“No, to make more work for Daddy,” said Ted, laughing. “You see, we learned this week in our Safety Club how to make our homes safer. That’s what Anne and I are going to do this morning.”

“Go ahead,” said Father, “even though it makes more work for me. When I come home from work, you can tell me what to do.”

Right after breakfast Anne and Ted started off on their “safety hunt.”

“I want to go, too,” said Jackie, their five-year-old brother. So they took Jackie with them.

First they went to Jackie’s room. On the floor, toys were lying around. One toy was in the hall, and a toy train was on the stairs.

“Those toys lying around can cause bad falls,” Ted said.

“Jackie,” said Anne, “see the shelf for your toys? See the toys on the floor? Put them on their shelf.”

Jackie ran off and picked up all his toys and put them on the shelf.

When Jackie came back, Anne smiled and said, "Good for you, Jackie. Always put your toys away as soon as you stop playing with them. Then you can always find them."

Then they went into the bathroom.

The first thing Jackie did was to climb up and open the cupboard. He took a bottle and began to play with it.

"No, no!" said Anne. "Never do that, Jackie. These bottles and boxes are Mother's. They are not for you to play with."





"There is work for Daddy," said Ted. "He must fix the cupboard so Jackie cannot open it."

Downstairs they found a chair in the middle of the room.

"I fell over that chair in the dark last week," said Ted, "and here it is again!"

Then they went out on the porch.

"Just look at this rail," said Ted. "It would break easily if Jackie pushed against it!"

"More work for Daddy!" said Anne.

"Now let's look over the kitchen," said Ted.  
"How can we make things safe here?"

"We should keep Jackie away from the hot stove," said Anne. "Ted, you could paint a white line around the stove, two feet away from it. Then we could teach Jackie not to cross the line."

"There's the handle of a pot sticking over the edge of the stove. That's bad," said Ted.

"Why?" asked Anne.

"Because it is so easy to run against the handle, knock over the pot, and spill the boiling water or hot fat."

"Mother always wipes up any spilled food or water right away," said Anne.

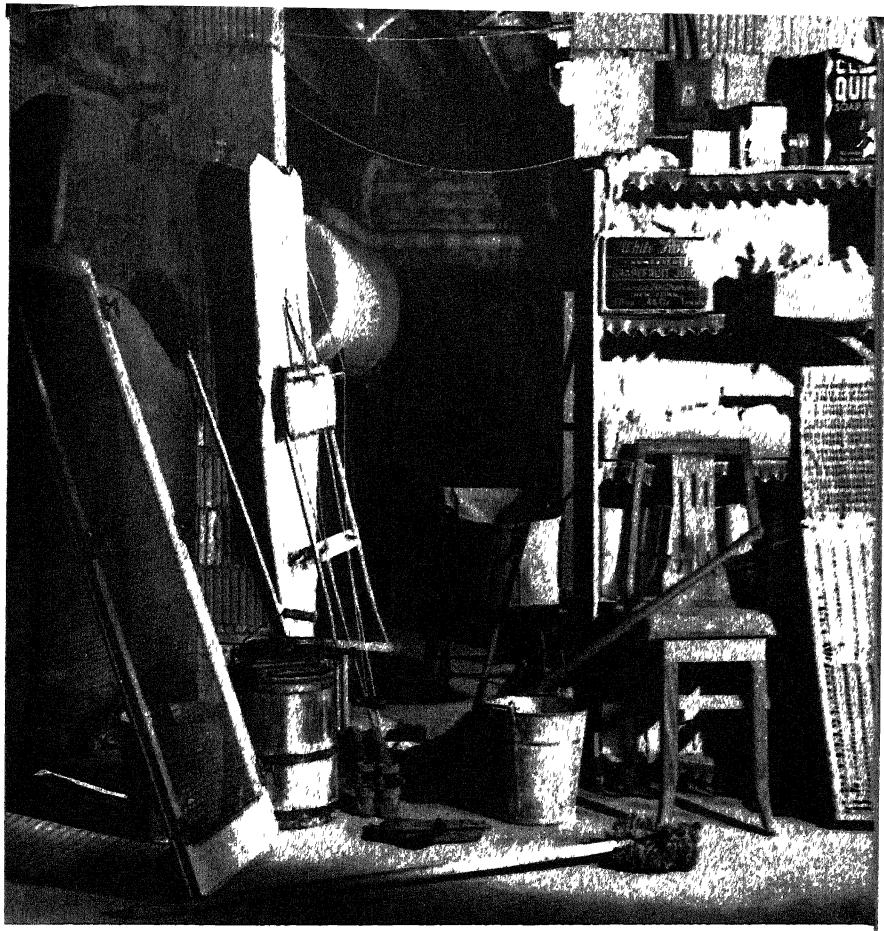
"I do, too," said Jackie.

"That's right, Jackie, you do," said Anne. "I've seen you wipe up things you've spilled on the floor."

"So no one will slip and fall," said Ted.

"Here's something else to change," said Ted.  
"Matches in a paper box on a low shelf."

"Let's put them in a tin box on a high shelf. Then Jackie can't reach them. Sharp knives, too, should be put where small children cannot reach them."



Part of the cellar before Daddy cleaned it.

Next they went down to the cellar.

"Junk!" they both cried.

"See those old boxes, newspapers, broken toys, old clothes! They should all be taken out of the cellar," said Anne.

"Rags with oil on them could start a bad fire," said Ted. "They should be put in a tin can."



Part of the cellar after Daddy cleaned it.

"Oh, Ted!" said Anne. "Maybe Daddy will let us make a playroom here."

"We can help him carry out of doors the things that are no good at all," said Ted.

"And burn them up in a big open place, when there's no wind," added Anne.

"Maybe Daddy will let us sell the old things to the man who buys junk," said Anne. "He would take them away."

"I can mend and paint some of the broken toys," said Ted, "for children who have no toys. Daddy will help me."

"Daddy can build some cupboards along the wall for things we want to keep," said Anne.

"More work for Daddy," said Ted.

"I wish we could have a place down here to give plays," said Anne.

"I wish we could have a place to build things," said Ted.

"I want a swing," said Jackie.

. When Father came home, Anne and Ted said, "We found lots of work for you, Daddy."

Then they told him all the things he should do to make their home safe.

As they told him of each thing, Daddy said "Oh my!" and gave a big sigh. That made them all laugh.

"I'll help, too," said Jackie.

Daddy laughed and said, "If Jackie can help make our home safe, I guess I can do my part. I'll fix the cupboard today. I'll make the porch safe tomorrow. And maybe you will have a playroom in the cellar by next month."



### Patty's New Shoes

Patty spent one Saturday morning buying new shoes.

At the shoe store, there were shoes of many sizes and many colors.

"We want to buy a pair of shoes for Patty," Patty's mother told the man who was selling children's shoes.

"First let me see how long her foot is," the man said. "Shoes must be long enough."

Then the man brought four pairs of shoes for Patty to try on.

The first pair had pointed toes. "They make my toes feel crowded," Patty said.

The second pair was too small. "Ouch!" she cried. "These hurt!"

The third pair was too wide and too short. "These do not feel good either," said Patty.

The fourth pair of shoes was the same shape as Patty's feet and about a half inch longer than her feet. "These feel fine," said Patty. "They are not stiff. It will be easy to run in these shoes."

"We will take these shoes," said her mother. "They will go well with your brown coat, too."

Next they bought some stockings. The stockings were a little longer than Patty's feet, just like the shoes. They gave her toes plenty of room.

Shoes and stockings should both fit your feet.

"Once in a while, this is a good way to spend Saturday morning," said Patty. "Let's buy something to take home to Betsy."

"We surely will, Patty," her mother said. "Betsy should have something new, too. I'm so glad you thought of it."



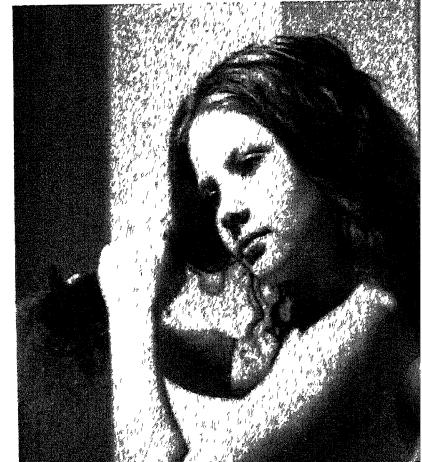
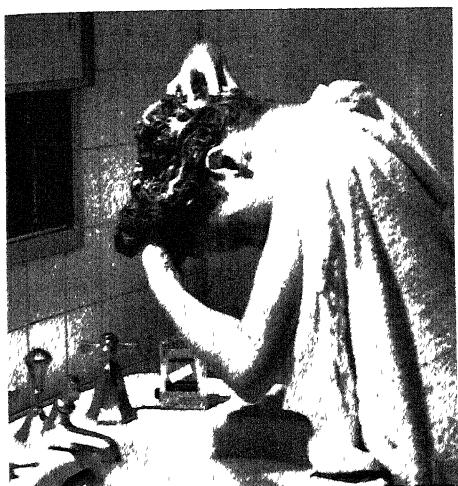
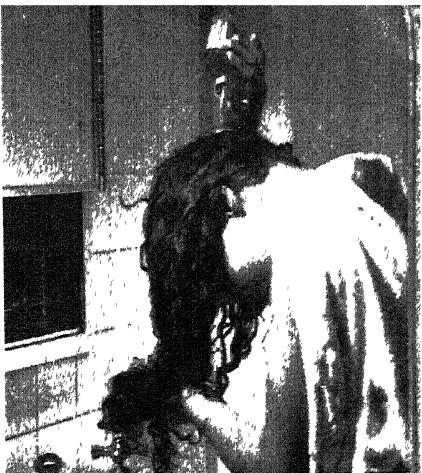
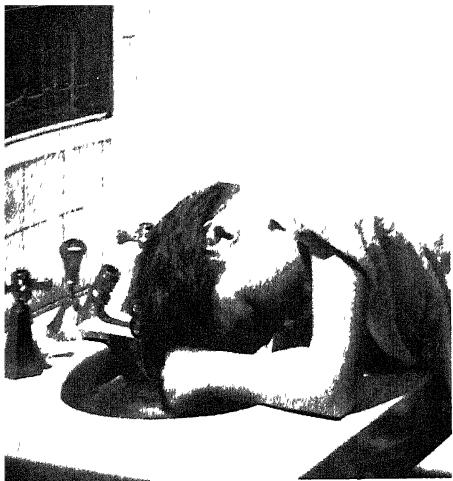
### Pretty Hair for Polly

Nancy was Polly's best friend. They spent most of their Saturdays together.

"Your hair is very pretty," Polly said to Nancy one Saturday morning. "How do you keep it so clean and shiny?"

"Come over to my house and I'll show you," Nancy said. "Bring your brush and comb."

As they walked over to her house Nancy said, "Of course, you should brush your hair with a clean brush every night and morning. I sing a song as I brush it. When the song ends, I stop brushing.



"And every Saturday morning I wash my hair."

When they reached her house, Nancy said, "First we will wash the brush and comb, and dry them quickly in the sun. We need a clean brush and comb for clean hair."

As she washed Polly's hair, Nancy sang, "This is the way we wash our hair, wash our hair, wash our hair, so early Saturday morning."

Nancy washed Polly's hair the way you should wash yours. This is how to do it:

1. Wet the hair with warm water.
2. Pour some liquid soap on the hair.
3. Rub the soap in well.
4. Wash off the soap with clean, warm water.
5. Do 2, 3, and 4 again.
6. Be sure all the soap is washed off.
7. Dry the hair first with a bath towel, then out of doors in summer, or in a warm room in cold weather.

After Polly's hair was dry, Nancy brushed it and brushed it and brushed it.

"My!" said Nancy. "Your hair is very pretty."

"That's just what I said about yours!" said Polly.  
"Clean hair is pretty hair, I guess."

### *Find Out for Yourself*

Ask three children, "What was your very best outdoor Saturday?" They may give you some new ideas about ways to spend *your* Saturdays.

Do you have a good place to play? Find a place that would make a good playground. Tell your father or teacher about it.

Take a deep breath. The air you breathe goes down into your lungs. When you play running games do you breathe more deeply than when you play quiet games? Find out for yourself.

The skin that covers the top of your head is called the *scalp*. See if you can move your scalp with your fingers.

Feel the soft part of your arm. You are feeling muscle and fat. Bend your arm. You can feel the big muscle grow thicker.



Here is a picture of four feet in four different shoes.  
Find the shoe that fits the foot best. Tell what is wrong  
with each of the other shoes.

*Why — Because*

Why is the right kind of work and play so good for  
you?

Because—It is fun.

It makes your muscles stronger.

It helps you to breathe deeply.

It helps you to make friends.

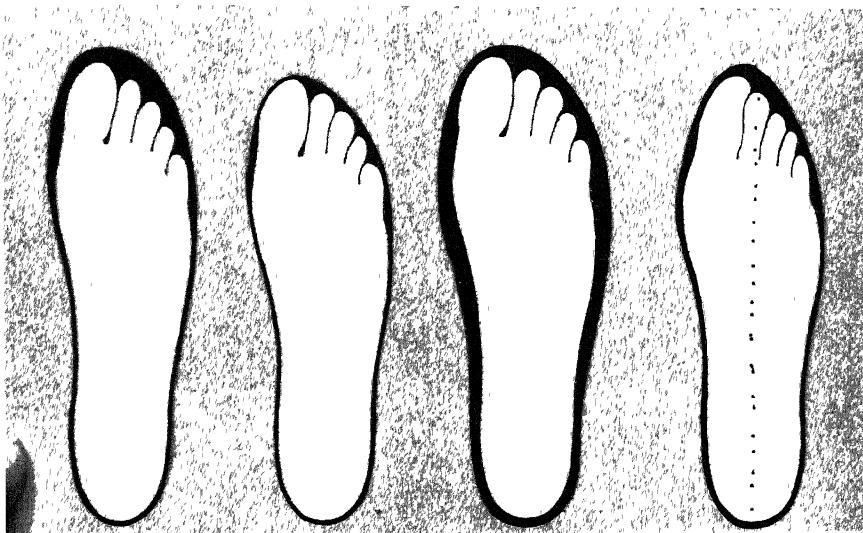
It helps you to think fast.

Why is it good to play out of doors even when it is  
cold?

Because—Outdoor games are lots of fun.

You get the good sunshine out of doors.

Playing out of doors is a change from sitting in  
the house. You come in feeling fresh and  
warm.



### ***For You to Do***

1. If any of the children want to stay inside on a bright sunny day, ask them to come out and play. Tell them you know a new game—"Crossing the Brook."

Draw a brook on the sidewalk or ground. Make it wider at one end than at the other. The children get in line. Then they run to the brook and jump across the narrow end. Then they jump across a wider part. Those who jump *into* the brook stand on one side. The others keep on jumping across the brook. Those who can jump across the widest part win.

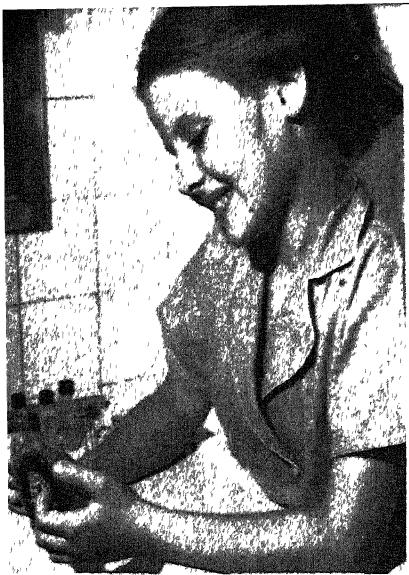
2. Ask your father and mother to tell you how you can help them on Saturdays. Plan your Saturdays with them. Be sure you have:

time for work, time for play, time for rest,

3. Make a picture book about Alice and Ellen. Alice was an outdoor girl. She played out of doors every day. Ellen was an indoor girl. She read and played indoors. They became friends. Then Ellen learned to like outdoor games. Alice learned to like some quiet games.

4. Go over your own house, just as Anne and Ted did. Find ways to make your own house safer. Tell your father and mother about them. See what you can do to help make your house safe.

5. Always use your own clean brush and comb. Don't try on other children's hats just for fun.



6. If your father and mother buy new shoes and clothes for your brother and sister and not for you, what is the best thing for you to do?

- a. To get angry and not speak to your brother or sister.
- b. To go off by yourself.
- c. To think: "They never buy things for me."
- d. To think: "They don't care about me."
- e. To tell your mother and father how you feel.
- f. To think: "Mother and Father can't buy new things for all of us at once."

7. Find out what should be put in a first-aid kit. Make a first-aid kit for yourself and learn how to use it.

8. Every night clean your nails with a brush and warm water and soap. Every week trim your nails. Make them rounded like the ends of your fingers.

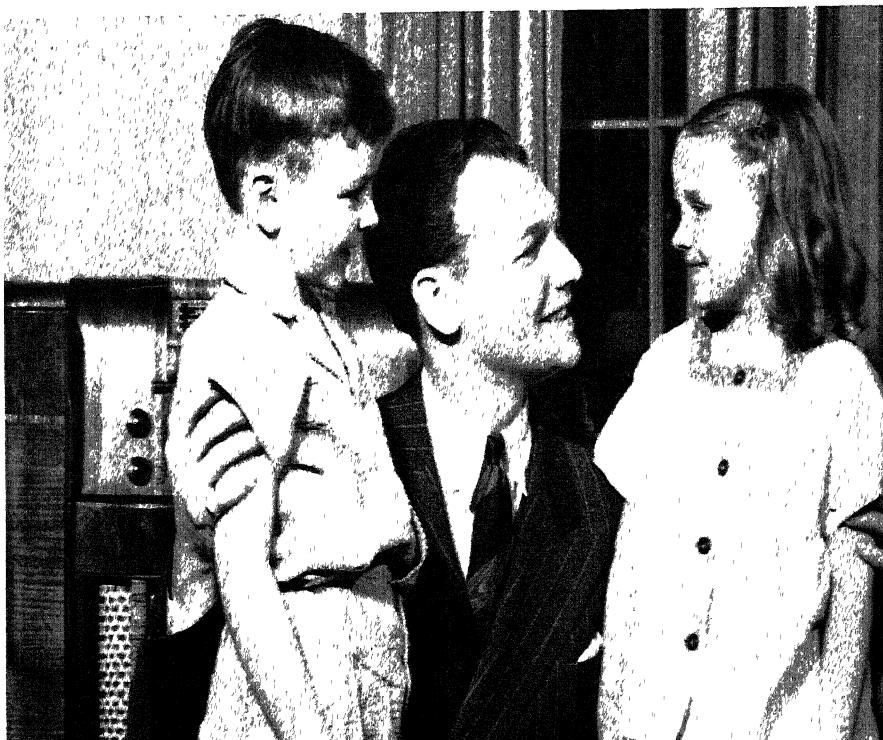
## **UNIT XII**

### **It's Evening**

The day is almost over. The family come together for the evening meal. You can help to make supper a happy time for everyone.

After supper there is time to talk or play quiet games. Or you may listen to the radio, or look at television for a short time.

Then comes bed time. It's up to you to get enough sleep. You need about eleven hours every night.



## Mealtime, A Happy Time

One day Judy said, "Grown-ups are always watching us and telling us what to do. Just for fun, let's watch them. Let's see why they scold us. Let's find out all the times they say 'Don't.' "

"Then we can stop doing these things. And they will wonder what has happened to us all of a sudden," said Jerry.

"Oh, that will be fun!" said Jim and Nancy.

The next day they met. Each told the others what their fathers and mothers had said the day before.

"I was late for dinner last night," Bobby told them. "And Father said, 'Late for dinner again! Why can't you be on time for meals?'"

"Mother scolded me last night because my face and hands were dirty," Nancy told them. "She said, 'Clean hands and face are the ticket for every meal.' "

Judy told them, "My big brother said, 'What's the matter with you, Judy? Can't you be more cheerful at meals?'"

"My mother was after me all the time," said Jim, laughing. "She said, 'Don't gobble.'"

“ ‘Don’t reach across the table for food. We’ll pass it to you if you ask for it.

“ ‘Don’t talk with your mouth full.

“ ‘Don’t take a drink when you have food in your mouth.

“ ‘Chew your food well.’ ”

The children laughed. They had heard *their* fathers and mothers say the same things.

“Now let’s see if we can remember them,” said Judy. “I think I can.

“Be on time for meals.

“Come to the table with clean hands and face.

“Talk about cheerful things.

“Don’t gobble. Don’t reach across the table. Don’t take a drink when you have food in your mouth. Chew your food well.”

“They are easy to remember,” said Bobby.

“Let’s do them all today and see what happens,” said Jim.

“What do you suppose they will do and say when they can’t say, ‘Don’t?’ ” said Judy, laughing.

The next day the children met again. They told one another what had happened last night at dinner time.

"Dad was surprised and pleased to see Nancy and me at the table on time," said Bobby. "He told mother he guessed it did some good to scold us last night. Nancy and I looked at each other and could hardly keep from laughing."

"I was *so* cheerful," said Judy, "that they told me I didn't have to laugh all the time. That made me laugh all the more."

"My mother didn't have a chance to say 'Don't' once," said Jim.





### Grownups for a Day

#### A Play for You to Act

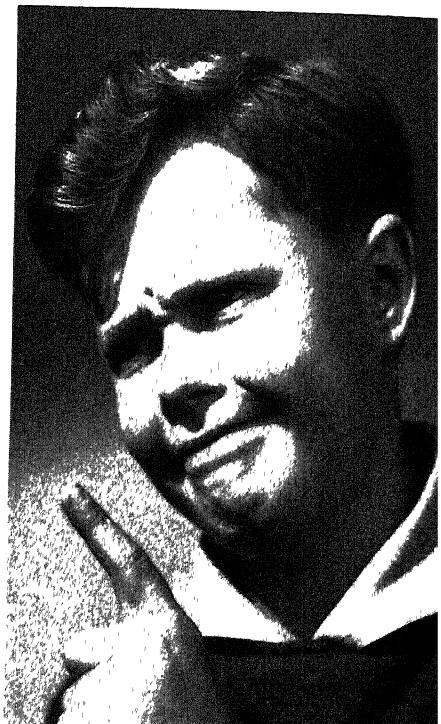
(Scene I. It is Friday evening. Mother has washed the supper dishes and is sewing. The baby is asleep. Father is reading the newspaper. Susan and Nickey are whispering together.)

FATHER: (looking at the children over the top of his newspaper) Secrets?

NICKEY: Susan and I are tired of always having to obey orders. We want to do as we please.

SUSAN: Just as you and Mother do.

FATHER: Here's news, Mother. Did you know that we always do as we please?



NICKEY: Well, no one tells you to do this and to do that all day long.

SUSAN: And no one is always saying "Don't" to you.

FATHER: Suppose you take our places for a day!

NICKEY: Do you really mean it?

FATHER: Yes, if Mother is willing.

MOTHER: Why not? I'd like to take Susan's place for a day. All right, tomorrow let's try it.

FATHER: It's a bargain then. Mother and I will do your work all day. You and Susan will do ours.

SUSAN: (*to Nickey*) No baby to mind on Saturday!

NICKEY: (*to Susan*) No music lesson to practice!

MOTHER: You had better go to bed now. We'll be ready for our breakfast at half past seven tomorrow morning.

(*The children say good night and go off to bed.*)

FATHER: (*to Mother*) Hear them laugh! They are thinking up tricks to play on us, I'm sure.

(*Scene II. It is the next morning. The clock hands in the dining room point to half past seven. The table is set and a bowl of fresh flowers that Susan picked is on the table. Nickey is sitting in his father's chair reading the morning paper.*)

SUSAN: (*coming into the dining room with glasses of fruit juice, one glass for each person*) Breakfast is ready at last. It's just like the one we learned to cook at school, but I've been hours getting it ready. You ring the breakfast bell, Nickey.

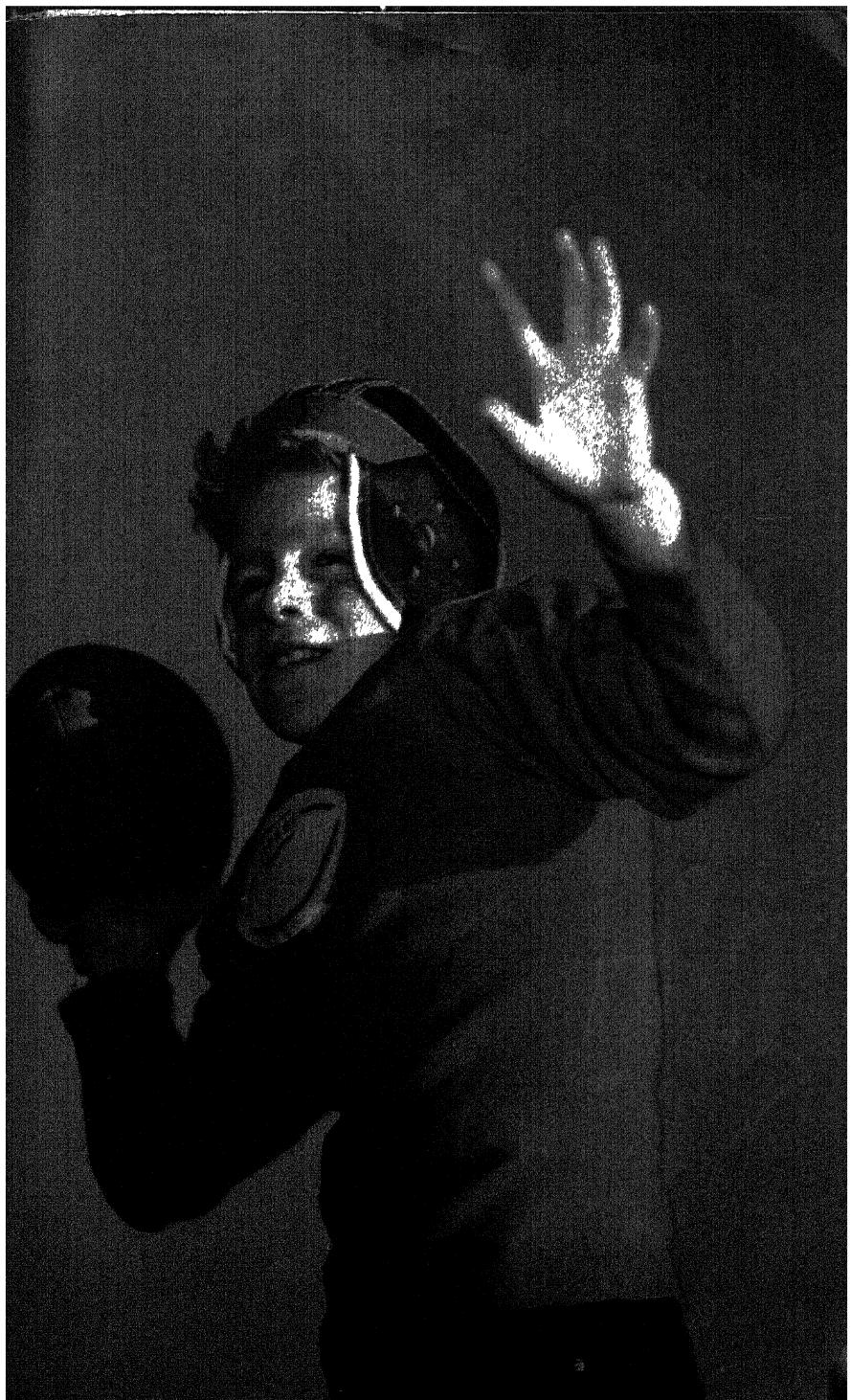
(*As soon as Mother and Father hear the breakfast bell, they come running to their places.*)

NICKEY: (*to Father and Mother*): I'm surprised at you, John and Mary. Do you think this is a zoo? Go right back to the door and then come to the table the right way.

SUSAN: (*trying hard not to laugh at hearing Nickey scold Father and Mother and call them by their first names*) And mind you stand at your places until the grownups sit down.

NICKEY: (*after Mother and Father have walked in*









*slowly and have waited for them to sit down)*

Why do I have to tell you the same thing day after day?

FATHER: (*under his breath*) Oh, gee, why can't you let a fellow alone!

SUSAN: (*to Mother*) Eat your cereal, dear. Don't be so slow.

MOTHER: I don't want any more cereal.

SUSAN: You don't want the good cereal! Eat up every bit of it this minute.

MOTHER: (*hearing the baby crying upstairs*) What

is the matter with the baby? He never cries after he has had his morning meal. What is wrong?

SUSAN: Oh, I forgot all about the baby! I was so busy getting breakfast. I'll give the baby his bottle now.

(*Susan brings in the eggs, toast, and milk. The others finish breakfast while she feeds the baby.*)

FATHER: No coffee?

NICKEY: Not a drop! Coffee is bad for children. It makes them keep going when they need rest.

NICKEY: (*seeing Father sit down after breakfast to read his morning paper*) Your music lesson, John. No time to read! Now do your practicing.

(*Scene III. In the kitchen.*)

SUSAN: (*washing the breakfast dishes*) Say, Nickey, Mother has the best of it this morning. She is out under the tree with the baby, and I'm working in this old, hot kitchen. And then there are the beds to make and lunch to get.

NICKEY: Father usually works in the garden Saturday mornings; I'd better get busy out there. I'll go in first and see whether he is still practicing.

SUSAN: (*when Nickey comes back*) What was Father doing?

NICKEY: (*laughing*) He was reading the paper.  
You should have seen him jump when I came in.  
I gave him a good scolding. I smell something  
burning.

SUSAN: Oh, dear! It must be the cookies I just  
made for supper.

(*Susan runs to the oven and takes out some  
badly burned cookies. She is ready to cry.*)

NICKEY: Never mind, Susan. I'll go to the store  
and buy some crackers for supper.



*(Scene IV. In the garden. Mother is sitting under a tree reading. The baby is sleeping. Nickey is pulling weeds in the garden, when Tom comes by.)*

TOM: Hello, Nickey. Are you coming to play ball with us this morning?

NICKEY: No, I have to work in the garden. Can't you wait until afternoon?

TOM: Sorry, but the fellows are all ready to play now. So long.

*(Susan comes out and sits down on the grass to rest. Nickey works hard pulling weeds.)*



FATHER: (*coming out from the house*) I've finished practicing and—

NICKEY: John! Do hold your head up!

FATHER: (*standing up taller*) I've finished practicing and—

SUSAN: Now you can go to the store. I want some meat, string beans, and oranges.

FATHER: But I told Tom Harrison that I would play with him this morning.

NICKEY: You can play going to the store instead.

MOTHER: (*laughing, to Father as he walks by her*) Don't be cross, John. You know you have said that to Nickey many times.

(*Scene V. In the dining room. Susan is hot and tired; lunch was harder to get than breakfast. She puts a glass of tomato juice at each place and rings the dinner bell.*)

NICKEY: (*to Father*) Do you call those hands clean? Go and wash them before you eat.

MOTHER: Tomato juice again!

SUSAN: Tomato juice is good for you, dear. You should have it every day.

(*Susan takes away the tomato-juice glasses and brings in meat, potatoes, and string beans.*)

NICKEY: (*to Father, who is eating fast*) Don't gobble!

MOTHER: I don't want any string beans.

SUSAN: Then you can't have any dessert.

MOTHER: (*eating a few pieces of string beans*) How funny these taste!

SUSAN: (*tasting the string beans*) Oh, I forgot to put in the salt.

MOTHER: (*when they are ready for dessert*) Shall I help take out the dishes?

SUSAN: Yes, thank you. And I will bring in the dessert.

(*Susan comes back with the dessert—an orange pudding. It looks very good. Her aunt has taught her how to make it. Susan is very proud of it. She gives each of the family a large dishful.*)

FATHER: (*after he has eaten one spoonful of the pudding*) My word!

NICKEY: (*after he has eaten one spoonful of the pudding*) Oh my!

MOTHER: (*tasting the pudding*) My goodness!

SUSAN: (*wondering what is wrong, takes one spoonful of the pudding*) Oh dear! I must have put in salt instead of sugar—a half cupful!

(Scene VI. In the living room after supper. Susan and Nickey have come into the living room after having washed the supper dishes together. It is almost eight o'clock. Supper was just about the same as breakfast, for that is the only meal Susan knows how to cook. Mother looks rested and happy. Father is not happy because he has missed the fishing trip with Mr. Harrison.

SUSAN: It's your bedtime, John and Mary. Do I have to remind you of it every night? Put your things away and go up to bed.

FATHER: It's too early. It isn't even dark yet.

NICKEY: Bedtime is bedtime. And that is that!



SUSAN: Don't forget to clean your teeth and put your clothes over a chair to air, Mary. Good night.

NICKEY: (*after Father and Mother have said good night and gone upstairs*) Hear them laughing! I wonder whether they liked being children today.

SUSAN: I think Mother liked it. What an easy day it was for her! She had nothing to do but mind the baby, while I was cooking and cleaning all day long. I think we ought to help Mother more.

NICKEY: Let's each make a list of things we should do each week. As we do each, we can cross it off.

SUSAN: That's good! Then we can see just what we have done and what things we still have to do.

NICKEY: Then we'll not have Mother and Father always telling us to do this and to do that. We can look at our list and see what we have to do.



### **Do's and Don't's**

“Life is full of *do's* and *don't's*. We have to remember, *do* this, *don't* do that. I even made up a poem about it,” said Bill, laughing.

“Don't drink coffee, soda, or tea,  
Do eat green vegetables each day.  
Don't quarrel with everyone you see,  
Do be a good sport when you play.

Don't miss your breakfast fruit or juice,  
Do be as cheerful as you can.  
Don't think that taking dares is cute,  
Do try to each day have a plan.”

“That's fun,” cried Jean. “I'll think one up too.”  
After a while, Jean thought of this poem.

“Don't look at television late.  
Do sleep eleven hours each night.  
Don't go on busy streets to skate,  
Do get your share of good sunlight.”

“That's fine!” said Bill. “Let's try to do the *do's*.”

### *Find Out for Yourself*

Find out when your mother and father have to say "Don't" to you. Try to surprise them by not needing "Don't's" and "Do's."

Make a poem as Bill and Jean did to help you remember the "Do's."

Find out ways in which you can help at home. Perhaps you can help by being on time, by being cheerful at meals, by going to the store, by taking care of the baby, and in many other ways. Plan with your parents the best times to help them and the best times to play.

Children of your age need about eleven hours of sleep each night. What time would you have to go to bed if you wanted to get up at seven in the morning?

### *For You to Do*

Put your head down on your desk. Make all your muscles feel loose. Make believe you are going to sleep. This is a good way to rest during the day.

Make a plan for a good afternoon and evening. Here is the plan some other children made:

Play out of doors after school with friends.

Eat a good supper. Help make supper a happy meal.

Clean your teeth.

Help Mother or Father after supper.

Talk, read, or listen to the radio.

Get ready for bed at eight o'clock.

## *A Test for Happy Days*

Healthy days are happy days. What are you doing to have healthy, happy days? Test yourself with these questions. To which questions can you answer "Yes"?

### BEFORE BREAKFAST

In the morning do you get up with a smile?

Do you wash your hands and face?

Do you choose clothes to fit the weather?

### AT BREAKFAST

At breakfast do you have fruit?

Do you have cereal—hot or cold?

Do you have a cup or a glass of milk?

Do you take time to chew, chew, chew your food?

Do you say something funny to make everyone laugh?

### ON THE WAY TO SCHOOL

Do you wait when the red light or sign says "Stop"?

Do you cross when the green light or sign says "Go"?

Do you stop, look, and listen before you cross a street?

### AFTER SCHOOL

After school do you play out in the sun?

Do you play the games the other children like to play?

Are you a good sport? Do you skate?

Do you walk in the woods or in the park?

Do you work in the garden or on the farm?

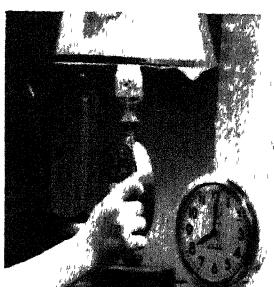
Do you go to the store for Mother or help her in other ways?

### AT LUNCH AND DINNER

Do you have a green and a yellow vegetable?  
Do you have fruit? Do you have a glass of milk?  
Do you have an egg every day or every other day?  
Do you have meat or fish once a day?  
Do you clean your teeth right after eating?  
Do you rest a while after eating?

### IN THE EVENING

Do you read, or talk with your parents, or play quiet games, or listen to the radio or TV a while?  
At half past seven, do you go off to bed?  
Do you wash the clothes you wear next to your skin?  
Do you put your other clothes over a chair to air?  
Do you take a bath? Do you leave the tub clean?  
Do you open the window and turn out the light?  
Do you go right to sleep in a quiet, dark room?



# Index

acceptance, of other children, 11-13, 60-62, 88-90, 164-166, 179  
accidents, prevention of, 54, 57  
*See also* safety  
air, 33, 141, 202, 204, 225  
alcohol, 172, 173, 184  
alcoholic drinks, 36, 171  
anger, 53-54, 94-95, 97-98  
animals, care of pet, 35, 70, 84, 122, 127, care of themselves, 59, food test with, 26-28; health and growth of, 26-28, 69, 84; milk from, 21, 22, 25, 35  
appearance, 11, 12, 40, 146  
appetite, 18, 33, 171, 181, 187  
  
baths, 3, 4, 5, 16, 225; animal, 84  
bedtime, 32  
bones, 20  
bread, for health and growth, 26, 27, 132, 133, 137; in good meals, 31, 135, 137, 140  
breakfast, 11, 13, 17, 18-20, 31-37, 42, 140  
brushes, hair, 200, 201, nail, 206; tooth, 10, 37, 153, 155, 156, 158  
cake, 26, 27, 160  
camping, 182-187  
candy, 150, 158, 160, 163, 172-174; between meals, 75, 157, 171; substitutes for, 140, 161  
cereals, cooking, 31, 34, flour, 39, for health and growth, 20, 31, 32, 33, 132, in good meals, 20, 31, 35, 140, kinds of, 29, 39  
chicken pox, 113  
cleanliness, 3-5, 11-12, 16, 21, 34, 39, 64, 99, 105, 123-125, 130, 153, 181-182, 189, 202  
clothes, care of, 6, 9; comfortable, 9, 198-199; for the weather, 6-9, removing wet, 9, shoes and socks, 31, 33, 42  
cocoa, 31, 33, 42  
cod-liver oil, 70  
coffee, 26-27, 40, 137, 216, 223  
colds, preventing others from catching, 102-106, 111, 116-117; taking care of, 100-108, 116  
cooperation, between parents and teachers 60, 124-126, 138, 153; with bus driver, 51-52, with friends, 88-90, 96, 164-170, 179; with family, 104-106, 188-197, 211-222

coughs, 106, 111  
cows, 21, 23, 25

dentist, 144-147  
dinner, 135-136, 139-140  
doctor, 66, 78, 80, 86, 100, 113, 114, 225

earache, 86  
ears, care of, 86  
eating, slowly, 81, 131, 150, 154, 209  
egg, 31, 42, 132, 142  
entertainment, for the sick, 112  
exercise, 17, 33, 44, 67, 81  
eyeglasses, 81  
eyes, care of, 70, 81-82, 86, 112

family relations, 10-13, 18-19, 53, 70-71, 85, 88, 92, 101-107, 124-126, 132-133, 139, 167-170, 180-181, 182-185, 188-199, 208-210, 211-222

fever, 100

fingernails *See* nails.

first aid, 53, 184, 206

flies, 177

food, for animals, 23, 28, 35, 84; for health and growth, 18, 20, 24-27, 32-35, 40, 64, 81, 118, for plants, 68, 110, 121; for the sick, 101, 102; in good meals, 20, 31, 35, 135-137, 140, test with rats, 26-27

friendliness, 11-12, 50, 55, 76, 79, 85, 89, 95, 103, 148-153, 164-166, 177-179, 188-190

fruit, for health and growth, 20, 31, 33, 35, 149-150, 157, 161, in good meals, 31, 33, 34, 40, 136-137, 140, 142

germs, 109, 117, 118, 184, cold, 100-108, ways of spreading, 105-106, 117, 128, 146

goats, 25, 35

grains, 28-29, 31, 35 *See also* cereals

growing up, 32, 59, 61, 95-96, 146

growth, of animals, 26-28, 69, 84, of children, 59, 65-67, 70-71, 144, of plants, 68, 121, 128, milk and, 20, 24-27; snapshots of, 84, what is needed for, 18-20, 31-32. *See also* food

gums, 37, 41, 157

hair, care of, 200-203

handkerchiefs, 74, 105-106, 111, 118

hands, care of, 15, 16, 21, 34, 39, 64, 99, 106, 110-111, 118, 125, 130-131, 144

happiness, ways to have more, 3, 10-13, 17, 77, 79, 81-82, 87-98, 114, 130, 226-228

hearing, 78-79, 86

height and weight chart, 26-27, 66, 84

helping mother or father, 17, 33-36, 47, 56, 60

illness, prevention of, 113, 114, 127

juice, orange, 33, 100, 116,  
tomato, 31, 149, 171, 219

lighting, for reading, 75, 82, 84,  
112

lunch, healthful, 135, 137, 140,  
181

lungs, 203

manners, good, 78, 208-209, 214

meals, good, 135-138, 208-210,  
225

measles, 112

meat, 69-70, 132, 140

microscope, 109

milk, care of, 24, 40, for health  
and growth, 20-27, 33, 39-40,  
69-70, getting, 21-25; in good  
meals, 20, 31, 33-34, 42

mouth, keeping things out of,  
11, 118

mumps, 113

muscles, 203-204, 225

nails, 14-15, 206

nurse, school, 53-54, 58, 66, 85

orange, as a fruit, 31, 64, 103,  
132-133; as a juice, 33, 100,  
116, 149

pets. *See* animals

plants, growth of, 68, 110, 121,  
128

play, for health, 69, 77, 81, 151,  
163, 188-190, 204, value of  
outdoor, 177-178, 225, with  
others, 74-77, 88-90, 164-  
170, 179

poison ivy, 183

posture, 73 S5. S6. effect on  
appearance, 74-76

radio and TV, listening to, before  
going to bed, 32, 223

reading, light for, 75, 82, 84

responsibility, for carrying out  
ideas learned in school, 50,  
214; for own health and  
safety, 32-34, 54, 57-59, 99-  
118, 139, 144, 146-147, 153,  
158, in care of small children,  
56, 148, 153

rest, 1, 32, 40, 69-70, 75, 100,  
116, 187, 216, 225; after eat-  
ing, 130, 141, 182, 207, 221

safety, at home, 191-197; at  
play, 182-190; bicycle, 166-  
170, 173, camp, 182-187; on  
country roads, 48; on the  
street, 45-46, 52-53, 57, 173,  
on street cars and buses, 50-  
52

safety patrol, 47

sandwiches, 63-64, 136-137,  
140

scalp, 203

school nurse, 53-54, 58, 66, 85

shoes, 12-13, 198-199

skin, 203

sleep, 1, 32, 75, 100, 223-225

socks and stockings, 199

"soft" drinks, 75, 150, 174, 223

spending money, 35-36, 132-  
134, 160-163, 175

stimulants, 36, 171-173

sunburn, 151

sunshine, for animals, 23; for

people, 6, 33, 67, 70, 76, 81, 99, 105, 141, 151, 180-181, 204, 223; for plants, 68

swimming, 67, 86

tea, 137, 223

teeth, dentist's care of, 144-147, 156; our care of, 37, 40, 99, 140, 143, 146, 148-151, 153, 158, 174, 222, 225

temperature, of air, 6, of body, 100-101

thermometer, 7, 15-16, 100

throat, 100-101; sore, 104, 113

time, planning, 32, 130-131, 141; being on, 209

toothbrush, 10, 37, 155-156, 158

toothache, 156

towels, 3, 10, 15, 106, 111, 124

vaccination, 114

vegetables, for health and growth, 63, 69, 70, 149, 150, 157, 223, in good meals, 135, 136, 140

vitamins, 133

washcloths, 3, 10, 15, 106, 111

water, 119, 123, 125-127; for animals, 35, 69, 122; for baths, 3, 4, for plants, 68, 121, 128

weather, 7

weight and height chart, 26-27, 66, 84

wheat, 29

wood ticks, 187

working together, 61-64, 88-90, 91-93, 164-166, 188-197

